DOCUMENT RESUME

ED 431 676 SO 030 809

TITLE	Education, Diversity and Citizenship in Brazil. Fulbright-Hays Summer Seminars Abroad, June 27-July 25, 1998.
INSTITUTION	Commission for Educational Exchange between the United States and Brazil, Brasilia.
SPONS AGENCY	Center for International Education (ED), Washington, DC.
PUB DATE	1998-00-00
NOTE	374p.
PUB TYPE	Collected Works - General (020) -- Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Citizenship; *Cultural Context; Curriculum Development; *Developing Nations; Foreign Countries; *Professional Development; Research Projects; Secondary Education; Social Studies; *Student Research; Teacher Researchers; *Travel
IDENTIFIERS	*Brazil; Fulbright Hays Seminars Abroad Program; Learning Environments

ABSTRACT

Predicated on the fact that most school and state curricula for upper grades include a study of other cultures and that one method for examining Latin American countries and their culture is through an in-depth study of one specific country, this report details a summer travel seminar for 18 U.S. elementary and secondary school teachers to Brazil, the largest country in South America and one with striking similarities to the United States. The report notes that the teachers were exposed to different aspects of Brazil in a way that was interactive and promoted understanding. In addition to acquiring content knowledge, the teachers learned and practiced the tools of research (how to choose a topic, how to find information at the library, how to take notes, how to conduct research on the computer, how to write a research paper, and how to edit). The report is divided into the following broad sections: (1) Program Agenda (outlines travel and activities throughout the country); (2) Participants (lists names, addresses, and school affiliation); and (3) Curriculum Projects (documents all the research projects, including illustrations). (BT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 431 676

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM

EDUCATION, DIVERSITY AND CITIZENSHIP IN BRAZIL

JUNE 27-JULY 25, 1998

This seminar was administered for the U.S. Department of Education
by the Commission for Education Exchange Between
the United States and Brazil
(Fulbright Commission)

Comissão Fulbright
Edifício Casa Thomas Jefferson
SHIS QI-09, conj. 17, Lote L
71625-170 Brasília, DF, Brazil

Tel/Fax: (061) 364-3824 / 364-3185 / 364-0776 / 364-1863
E-mail: fulbright@brnet.com.br
Hompage: http://www.info.lncc.br/Fulbright

SO 030 809

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

Rosalie Gendimenico

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

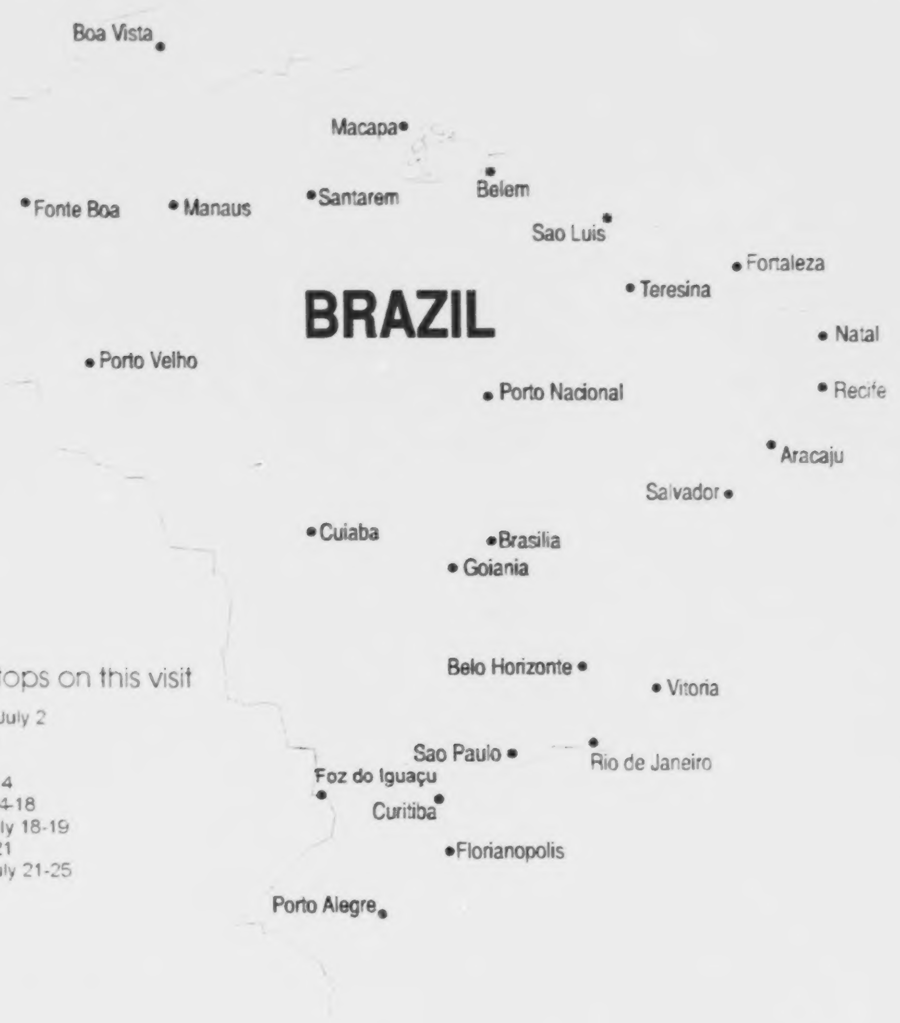
TABLE OF CONTENTS

Program agenda 01

Participants 14

Curriculum projects 16

1998 USED SUMMER SEMINAR
Education, Diversity and Citizenship in Brazil
June 27-July 25


Boa Vista
Macapa
Fonte Boa
Manaus
Santarem
Belem
Sao Luis
Fortaleza
Teresina
BRAZIL
Natal
Porto Velho
Porto Nacional
Recife
Aracaju
Salvador
Cuiaba
Brasilia
Goiania
Belo Horizonte
Vitoria
Sao Paulo
Rio de Janeiro
Foz do Iguaçu
Curitiba
Florianopolis
Porto Alegre

- Scheduled stops on this visit

Brasilia - June 28-July 2
Manaus - July 2-6
Recife - July 7-9
Salvador - July 9-14
São Paulo - July 14-18
Foz do Iguaçú - July 18-19
Curitiba - July 19-21
Rio de Janeiro - July 21-25

BEST COPY AVAILABLE

Fulbright-Hays Seminars Abroad Program
Education, Diversity and Citizenship in Brazil
June 27-July 25, 1998

PROGRAM AGENDA

Saturday, June 27

19:55 *Ellinger, Fraker* depart Atlanta for São Paulo, via Delta 105.

20:20 *Lynch, Rumph, Mucher* depart Orlando via Transbrasil 767 to São Paulo

21:25 New York participants depart New York, Delta 2809 (stop in Washington)
(Mercomes, Bodie, Silva, Dawsom, DeLaurentis, Kim, Leonard)

23:30 Washington participants, depart U.S., Delta 2809 (direct flight to Brasília)
(Bozeman, Ehresman, Fishman, Geisler, Mercer, Wright)

(A) BRASILIA PROGRAM
June 28-July 2

Accommodation: **San Marco Hotel**
SHS - Quadra 5, Bloco C
70.312-290 - Brasília, DF
Tel: (55) (61) 223-6552 / Tool free: 08000618484

Sunday, June 28

09:10 New York/Washington participants arrive in Brasilia (Delta 2809)
(NY: *Mercomes, Bodie, Silva, Dawsom, DeLaurentis, Kim, Leonard*)
(D.C: *Bozeman, Ehresman, Fishman, Geisler, Mercer, Wright)*

Group will be met at the airport and taken to hotel.
Denismar transporte: 983-7620

11:25 *Ellinger, Fraker Lynch, , Mucher, Rumph* and arrive in Brasilia from São Paulo (TR 304). Participants will be met at the airport and taken to the hotel.

15:00 Depart hotel for city tour (chartered bus) (Roberto 975-5733)

18:00 Welcome get-together (light meal) hosted by *Ms. Ionis and Prof. Marco Antônio da Rocha*, SHIN-QI 16, Conj. 5, casa 21, Lago Norte -
Tel: 577-4091 / 368-1978.

21:00 Return to hotel (chartered bus)

Monday, June 29

08:10	Depart hotel for Fulbright Commission office at Casa Thomas Jefferson. (chartered bus)
08:30	Introduction to the Fulbright Commission staff. Administrative matters
08:45	Briefing on program schedule, by *Prof. Marco Antônio da Rocha.*
09:15	Roundtable discussion of curriculum projects, with the participation of - *Ms.Jean Olson*, Assistant Cultural Affairs Officer/USIS/American Embassy - *Ms. Elizabeth Daniel de Almeida*, Commission Board Member - *Ms. Beatriz Lobo*, Advisor/INEP-Ministry of Education
10:30	Coffee break
10:40	Depart to the American Embassy
11:15	Meeting with *Dr. John Dwyer*, Director of the United States Information Service for Brazil and Chairperson of the Fulbright Commission Board Member.
Lunch	At CTJ/Fulbright
14:00	Talk by *Prof. Janaina Amado*, Univ. of Brasilia, on Brazil's History
15:30	Depart to INEP - National Institute of Educational Studies and Research, Ministry of Education. Ed. Sede, 9º· andar, Sala de Atos (tel: 410-8559)
16:00	- General Introduction to INEP *Prof. Paulino Motter* (10 min.) - Overview of the Brazilian Educational System *Prof. Carlos Eduardo Moreno* (15 min.) - The National System for the Evaluation of Basic Education *Prof. Maria Inês Pestana* (15 min.) - The National Secondary Education Examination, *Prof. Maria Inês Fini* (10 min.) - National Curricular Parameters in Elementary Education *Prof. Iara Prado* (15 min.) - National Curricular Guidelines for Secondary Education (proposal *Prof. Ruy Leite Berger Filho* (15 min.)
18:00	Return to hotel (chartered bus)
Evening	Free. Suggested: Churrascaria Spettus, Pátio Brasil Shopping Center

Tuesday, June 30

08:30	Depart hotel to CTJ (chartered bus)

09:00/12:00	"Survival Portuguese class" *Profa. Maria Jandyra Cunha*, Coordinator of the Research and Language Teaching Center, Dept. of Portuguese for Foreigners, University of Brasília
12:00	Lunch
13:45	Depart for LBV/Parlamundi
14:30	International Conference on Education - Two Years of TV School (Teacher Training Program by TV)
17:30	Return to hotel
18:00	Optional: "Centro de Línguas - Colégio Elefante Branco" (Public School for the Teaching of English as a Foreign Language) Tel: 443-4723 / 244-8881 - *Prof. Dalva Maria Valverde de Araújo,* Coordinator of the English Language Program - *Prof. Dulce Andrigueto,* Coordinator of the Spanish Language Program
21:00	Suggested: Melissa Walker Jazz Quartet At Casa Thomas Jefferson - 706/906 Sul Tel: 443-6588

Wednesday, July 01

08:30	Depart hotel for CTJ (chartered bus)
09:00/12:00	"Survival Portuguese class", *Profa. Maria Jandyra Cunha*
Lunch	At CTJ
13:30	Meeting with *Prof. Antônio Jorge Rocha,* Dept. of International Relations, University of Brasília, on "Brazil and the Int'l Scenario" (1998 Fulbright grantee)
14:45/15:00	Break
15:00	Lecture on current Brazilian Economy by *Prof. Aércio Cunha*, Dept. of Economics, UnB (tel: 366-2495) (former Fulbright grantee)
16:15	Coffee break
16:30	Discussion on Brazilian Popular Music, by *Prof. Elizabeth Ernest Dias,* former Fulbright grantee. Refreshments will be served ("happy hour")
19:00	Return to hotel
Evening	Free

Thursday, July 2

08:00	Depart hotel for *Prof. Jandyra's* home SHIN -QI 8, conjunto 7, casa 22 - Lago Norte - Tel: 577-3591
08:30/11:30	"Survival Portuguese class"
11:30	Return to hotel by bus
Afternoon	Free for individual activities related to curriculum project
18:30	Depart hotel to airport
20:00	Depart to Manaus, via RG 488. (Group will be accompanied by Ms. Rejânia Araújo)
22:30	Arrival in Manaus. Proceed to Hotel by chartered bus

(B) MANAUS PROGRAM

July 3-6

Accommodation: **Imperial Hotel**
Av. Getúlio Vargas, 227
Manaus, AM
Tel: (55) (92) 622-3112
Fax: (55) (92) 622-4857

Friday, July 3

09:00	Workshop on education and cultural diversity/Indigenous Education - Prof. Luiz Francelino da Silva, Coordinator of the Postgraduate Program in Education, Federal Univ. of Amazon (644-5644/644-5649, 238-7289) - Prof. Cecília Maria Rodrigues de Souza (Indigenous Education) (644-2462) - Prof. Vicente Nogueira, President, Inst. for the Protection of the Amazon Place: Dept. of Education, University of Amazon
12:30	Lunch at Bosque Club Grill (self-service - R$11,00 per person)
15:00	*Worldcup soccer game: Brazil x Denmark*
Evening	Opera house

Saturday, July 4

07:00	Depart hotel for the Cruise on Rio Negro
	(Group will stay overnight in the jungle.)

Sunday, July 5

16:00	Arrival at hotel from the jungle

Monday, July 6

Morning	Free for individual activities related to curriculum project
12:15	Depart hotel for airport.
15:10	Depart to Recife via RG 303 (Sorry! Three stops - Belém, São Luis and Fortaleza - don't change planes)
23:00	Arrival in Recife. Proceed to hotel by chartered bus. (Prof. Marco Antônio will be waiting for the group at the airport)

(C) RECIFE PROGRAM

July 7-9

Accommodation: Hotel Atlante Plaza
Av. Boa Viagem, 5426
Boa Viagem
Tel/fax: (55) (81) 462-3333

Tuesday, July 7

08:15	Depart hotel to ABA
09:00	Meeting with *Prof. Marcos Carvalho*, Depto. of History, UFPE (African and Brazilian History)
09:30/12:00	Seminar/debate on Education in Brazil/United States *(Simultaneous interpretation will be provided.)* - *Dra. Zélia Porto,* Director of Teaching, State Secretariat of Education - Eighteen Brazilian public school coordinators ***P.S: Two volunteers from your group will be invited to talk about Education in the U.S. (Ms. Nancy Silva and Mr. Michael Lynch volunteered)*** Place: Associação Brasil America (ABA) Educational Adviser, ABA Avenida Rosa e Silva, no. 15 - Bairro Aflitos Tel: (081) 427-0200 / 9132-7434 (home)
Lunch	Optional - in small groups
Afternoon	Walking tour of Recife Antigo - visit to historic section of town *P.S.: Soccer game: Brazil x .... (worldcup) at 16:00 hrs*

Evening Free

Wednesday, July 8

07:30 Depart hotel.

Seminar on Education, sponsored by the State Secretariat of Education:
Place: Hotel Atlante Plaza
Rua da Aurora, 225, Boa Vista

08:00 Opening:
- *Dr. Silke Weber,* Secretary of Education for the State of Pernambuco
- *Prof. Marco Antonio da Rocha,* Executive Director, Fulbright Commission
- *Profa. Zélia Granja Porto,* Director of School Education, SEE-PE

08:30 Indigenous people of Pernambuco:
- *Prof. Januaceli, Francisca da Costa,* Federal University of Alagoas
- *Profa. Maria das Dores de Oliveira,* Secretariat of Education and Sports

10:00 Visit to the headquarters of Djumbay Organization (the black culture experience in class)
Place: Casa da Cultura
Raio Oeste, 2º. andar, sala 303

12:00 Lunch at Restaurant Sabor Antigo, Rua Vigário Tenório

14:00 Departure to Tamandaré community

15:30 Visit to centers of education and culture of Barreiros
Mercado Público de Tamandaré
Santo André -Engenho Suaezinho

19:00 Return to hotel

Thursday, July 9

08:30 Depart Hotel for the airport.

10:15 Depart to Salvador via RG 327

11:25 Arrival in Salvador. Proceed to hotel by chartered bus.
(Group will be accompanied by Prof. Marco Antônio da Rocha)

(D) SALVADOR PROGRAM

July 9-13

Accommodation: **Marazul Hotel**
Av. Sete de Setembro 3937 (Barra)
Salvador, BA
Tel: (55) (71) 336-2110 - Fax: (55) (71)235-2121

Thursday, July 9

15:00	Orientation session on Salvador by *Prof. James Riordan* at Associação Cultural Brasil-Estados Unidos (ACBEU), with the participation of Fulbright U.S. students grantees. (Av. Sete de Setembro, 1883, tel: 071/336-4411)
16:00	Lectures on: - Race Relations - Comparative Brazil/U.S.A., *Prof. Fernando Conceição*, the Social Communication College of Federal University of Bahia, tel: (071) 966-8935 and 247-5654 - Capoeira group performance (Get-together: typical baiana food "acarajé")

Friday, July 10

08:20	Depart Hotel to Projeto Axé - NGO initiative Rua Prof. Lemos de Brito Centro de Formação 256 Morro do Gavazá (Próximo ao Hotel Vila Romana) Tel: (071) 235-6217
09:00	Meeting with *Mrs. Ená Benevides*, General Coordinator, Axé Project for the Defense of the Children and Teenagers Rights *(Note: needs translation)* Visit to Pelourinho Center/Axé (120 children are assisted at this Center)
Lunch	In small groups
15:00	Meeting with *Profa Ieda Machado* and *Prof. Júlio Santana Braga*, on "Religion and Popular Culture" - CEAO Centro de Estudos Afro-Orientais Terreiro de Jesus, no. 17 - Centro Histórico
18:00	Return to hotel
Evening	Free

Saturday, July 11

Morning	Walking tour of Salvador's historic center.
Lunch	Free. Suggested: in small groups at Pelourinho area or at Mercado Modelo
Afternoon	The rest of the day is free for individual activities Suggested: - Visit to Mercado Modelo (the widest array of Brazilian popular handicrafts available in all cities to be visited; also an interesting place for lunch). - Museums: Arte da Bahia, Arte Sacra , Carlos Costa Pinto, Museu da da Cidade, among others. - Igreja do Bonfim (Roman Catholic Church)

Evening	Optional activity - "Candomblé" (Afro-Brazilian ceremony) Menininha do Gantois

Sunday, July 12

	Suggested: Visit to: - Itaparica Island
Evening	Suggested: Oludum (Afro-baiano carnival group) rehearsal

Monday, July 13

08:30	Depart hotel to Federal University Bahia
09:30	Workshop on "Brazilian Education and Diversity" by the President of the Federal University of Bahia (UFBA), *Prof. Luiz Felippe Perret Serpa* Coordination: *Prof. Helio Augusto Monteiro*, Advisor of International Relations, UFBA (confirmed) Place: Auditório da FACED
Lunch	At UFBA neighborhood
14:30	Workshop on "Curriculum and Work", by Prof. *Therezinha Fróes Burham*, UFBA - Place: UFBA, Auditório da FACED
17:00	Return to Hotel

Tuesday, July 14

05:15	Depart Hotel to airport
07:10	Depart to São Paulo, via RG 361
09:35	Arrival in São Paulo. Proceed to Hotel by chartered bus. (Group will be accompanied by Prof. Marco Antônio da Rocha)

(E) SÃO PAULO PROGRAM
July 14-19

Accommodation: **Central Park (flat)**
Alameda Ministro Rocha Azevedo, 523
(Cerqueira Cesar) - Jardim Paulista
São Paulo,SP
Tel: (55) (11) 282-2722
Fax: (55) (11) 282-2753

Tuesday, July 14

Lunch	In small groups
13:00	Depart hotel
14:00	Open talk with: - *Gilberto Dimenstein* - journalist "Folha de São Paulo", former visiting scholar at the Center of Human Rights, Columbia University, New York - *Prof. Guiomar Namo de Melo,* Victor Civita Foundation - *Prof. Frederic Litto*, Escola do Futuro, USP Invited: - Fulbright Board Members (in town) - USIS officers *Mr. David Kurakane/Mr. Carlos Bakota* Place: Escola do Futuro (Centro Maria Antônia) (Consolação) Rua Ma. Antônia, 294 - tel: 255-5538 / 255-7182
17:30	Return to hotel
Evening	Free

Wednesday, July 15

08:00	Depart hotel to USP
09:00	*Prof. Myriam Krasilchik*, Dept. of Education, University of São Paulo Av. da Universidade, 308 - Tel: (011) 210-1530
Lunch	At USP
13:00	Return to hotel
Afternoon	Optional: Visit to MAC - Museum of Contemporary Art

Thursday, July 16

09:00	Depart hotel to American Chamber of Commerce (AmCham)
10:00	Meeting at the American Chamber of Commerce on education - focused corporate citizenship - IQE Program (Instituto Qualidade do Ensino) Rua da Paz, 1431 - Tel: 011/5180-3804
12:00	Return to hotel
Lunch	In small groups

Afternoon	Meeting with: - *Mr. Gilberto Dimenstein (Folha de São Paulo)* - *Prof. Hélio Santos*, USP (minorities) - *Flavia Piovesan*, (Women's Rights) Procuradoria Geral

Friday, July 17

Morning	Free for individual activities related to curriculum project.
14:30	Ms. Kathy Harrington, Educational Advising Officer, Alumni Association will meet the group at the hotel to accompany to Alumni Association (walking distance - 5 minutes)
15:00	Meeting with *Prof. Pedro Paulo Poppovic*, National Secretary for Long Distance Education, Ministry of Education (former visiting professor at Columbia University, NYC) Place: Constitution Room Alumni Association Alameda Ministro Rocha Azevedo, 413 Tel: (011) 280-1955, ramal 232

Saturday, July 18

08:00	Depart hotel to Congonhas Airport (chartered bus)
10:06	Depart São Paulo to Foz do Iguaçu via Rio Sul 304 (stop in Londrina)

(F) FOZ DO IGUAÇU PROGRAM

July 18-19

Accommodation: **Hotel das Cataratas**
(Parque Nacional do Iguaçu), 25 km
Tel: (045) 523-2266 / 574-1688

Saturday, July 18

12:26	Arrival in Foz do Iguaçu. Group will be met by Mr. David Hodge, Science Section, American Embassy and taken to hotel by chartered bus.
Afternoon	Visit to the National Park

Sunday, July 19

09:00	Depart hotel to airport (chartered bus)
11:15	Depart to Curitiba via RG 165

12:15 Arrival in Curitiba.

Group will be met by Ms. Anelise Zandoná, Educational Advisor, Centro Cultural Brasil Estados Unidos. Proceed to hotel by chartered bus.

(G) CURITIBA PROGRAM

July 19-21

Accommodation: **Araucária Palace Hotel**
Rua Amintas de Barros, 73
Curitiba, PR
Tel/fax: (55) (41) 322-8558

Sunday, July 19

Afternoon Tour of Curitiba

Monday, July 20

08:15 Depart hotel to State Secretariat of Education

09:00 Meeting with *Prof. Ramiro Wahrhaftig*, State Secretary of Education
Sala de Reuniões do Gabinete do Secretário
Av. Água Verde, 1680, sala 203
Other participants:
- Prof. Miriam Wellner, General Director of Education
- Prof. Zélia Marochi, Coordinator of Education
- Prof. Tánia Sperry Ribas, Chief, High School Dept.
- Prof. Luiz Walter Chalusnhak, Coordinator of PROEM
- Prof. Corina Lúcia Costa Ramos, Coordinator, University of the Professor
- Prof. Maria Cristina W. Fukushima, PQE
- Prof. Leda Lúcia Cordeiro, Chief Advisor, State Secretary of Education
- Prof. Paulo Schimidt, Municipal Secretary of Education

10:30 City Tour of Curitiba

11:30 Visit to the State School of Paraná

12:30 Lunch at State School of Paraná

14:30 Visit to Municipal School of Vinhedos
Rua Zem Bertapelle, 55 - Santa Felicidade
Director: Prof. Nayara Aparecida B. de Souza
Elementary school -- 700 students
Italian course and music
Tel: 272-4621

15:00	Visit to Municipal School Sonia Kenski Rua Wanda Wolf, 1186 - Santa Felicidade Director: Prof. Ilze MariaCoelho Machado Elementary school – 279 students Group of Polish Folklore Tel: 273-1035
16:00	Farol das cidades Rua João Gava, s/no. - Pilarzinho Tel: 354-3573
17:00	Return to hotel.

Tuesday, July 21

07:45	Depart hotel to the airport (chartered bus)
09:20	Depart to Rio de Janeiro via RG 147
10:35	Arrival in Rio de Janeiro. Proceed to hotel by chartered bus.

(H) RIO DE JANEIRO PROGRAM

July 21-25

Accommodation:

Oceano Hotel Copacabana
Rua Hilário de Gouveia, 17 - Copacabana
22.040-020 - Rio de Janeiro, RJ
Tel : (55) (21)548-4260 / Fax: (55) (21) 235-3644

Tuesday, July 21

13:30	Depart hotel to the American Consulate (chartered vans)
14:00/15:30	Orientation session on Rio de Janeiro - at EAO/Fulbright with the participation of the *USIS American officers*, and *Mr. Nigel Brooke*, Ford Foundation (Fulbright Board Member)
15:30/16:45	Informal get-together at the American Consulate hosted by the Fulbright Educational Advising Office
17:00	Return to hotel (chartered vans)

Wednesday, July 22

Morning	Meeting with Prof. Cleide Ramos, President MULTIRIO, Municipal Multimedia Ltd., (producers of interactive TV programs for elementary education teachers training - mostly from Rio de Janeiro schools (1033 schools) Place: Largo dos Leões 15, Humaitá Rio de Janeiro 22260 210 Tels. : (021) 537 0205, 266 4284 / Fax : (021) 266 4080 Email: cramos@pcrj.rj.gov.br
Lunch	In Small groups
15:00	Roundtable discussion with Prof. Regina Alcântara de Assis, Dept. of Education Univ. of Rio de Janeiro (UFRJ) Place: Educational Advising Office Consulado Norte-Americano Av. Presidente Wilson, 147 / Tel: 220-0068

Thursday, July 23

11:00	Meeting with Senator Benedita da Silva Place: Fulbright Commission / Educational Advising Office
Lunch	In small groups
14:00	Depart to FUTURA Channel (chartered vans)
15:00	Meeting with Profa. Margarida Ramos, FUTURA Channel Av. Paulo de Frontin, 568 Rio Comprido / Tel: (021) 273-3377

Friday, July 24

08:30	Debriefing session at hotel lobby
Afternoon	Free. Suggested: Pão de Açúcar (in small groups)

Saturday, July 25

17:00	Depart hotel to Galeão airport (by chartered micro-bus)
19:55	Depart Rio de Janeiro for Atlanta via Delta 104.

**** * * * * BOA VIAGEM! * * * * ****

PARTICIPANTS IN THE SEMINAR

Participants	Business Address	Home Address
1. Ms. Lara Bodie	The Meadowbrook School of Weston 10 - Farm Road Weston, MA 02193 Tel: (781) 894-1193	125 Colborne Road Brighton, MA 02135 Tel: (617) 787-5888 lbodie@ix.netcom.com
2. Mrs. Leslie A. Bozeman	Bethesda-Chevy Chase High School 4301 East-West Highway Bethesda, MD 20814 Tel: (301) 657-4900	20709 Apt. H -Crystal Hill Circle Germantown, MD, 20874 Tel: (301) 515-0956 Leslie_Bozeman@fc.mcps.k12.md.us
3. Salema Dawson	The Surfside, School, PS 329 2929 West 30th Street Brooklyn, NY 11224 Tel: (718) 996-3800	3235 Emmons Avenue - Apt. 219 Brooklyn, NY 11235 Tel: (718) 891-7521 LemaD@aol.com
4. Christina T. D. DeLaurentis	Overlook Elementary School Overlook Road Poughkeepsie, NY 12603 Tel: (914) 486-4970	RR5, Box 278 Salt Point Turnpike Pleasant Valley, NY 12569 Tel: (914) 635-8353 DELAURE@overlook.acsd.dcboces.org
5. John A. Erhresman	Cardozo High School 1300 Clifton Street, N.W. Washington, D.C. 20009-7099 Tel: (202) 673-7385	1600 South Eads Street - Apt. 633N Arlington, VA 22202 Tel: (703) 271-6057 jaehresm@hotmail.com
6. Mary Sue V. Ellinger	Cedar Falls Community Schools/ Hansen Elementary 616 Holmes Drive Cedar Falls, IA 50613 Tel: (319) 277-1194	303 12th Street, S.E. Waverly, IA 50677 Tel: (319) 352-4572 ellingerm@cedar-falls.k12.ia.us
7. Ruth S. Fishman	Richard Montgomery High School 250 Richard Montgomery Drive Rockville, MD 20852 Tel: (301) 279-8400	7805 Hackamore Drive Potomac, MD 20854 Tel: (301) 299-4771 Ruth_Fishman@fc.mcps.k12.md.us
8. Jill A.. Fraker	Osborn School District/ Solano Elementary 1526 W. Missouri Avenue Phoenix, AZ 85015 Tel: (602) 707-2600	6348 N. 7th Ave., no. 12 Phoenix, AZ 85013 (602) 249-4309 Tel: jillfraker@classic.msn.com>
9. Sarah A. Geisler	High Point High School 3601 Powder Mill Road Beltsville, MD 20705 Tel: (301) 572-6400	1651 34th Street, N.W. Washington, D.C. 20007 Tel: (202) 333-2490

10. Holly H. J. Kim

Public School 321
180 Seventh Avenue
Brooklyn, NY 11215
Tel: (718) 330-9395

33-45 160th Street
Flushing, NY 11358
Tel: (718) 661-3390
hhk5@columbia.edu

11. Mary Clare P. Leonard

Kingston High School
403 Broadway
Kingston, NY 12401
Tel: (914) 331-1970

67 Fairmont Avenue
Kingston, NY 12401
(914) 338-0216
E-mail: maje@ulster.net

12. Michael J. Lynch

Moses Lake High School
803 Sharon Ave.
Moses Lake, WA 98837
Tel: (509) 766-2666

47 Pelican Place
Moses Lake, WA 98837-9448
Tel: (509) 765-8496
mlynch@mlsd.wednet.edu

13. Charles B. Mercer

Burrville Elementary School
801 Division Ave., N.E.
Washington, D.C. 20019
Tel: (202) 724-4598

4660 Martin Luther King
Ave., S.W.- Apt. B708
Washington, D.C. 20032
Tel: (202) 561-3608
mercer_charles@hotmail.com

14. Diane E. Mercomes

Mark's Meadow Laboratory School
813 North Pleasant Street
Amherst, MA 01002
Tel: (413) 549-1507

32 Graves Avenue
Northampton, MA 01060
Tel: (413) 585-8294
mercomes@educ.umass.edu

15. Stephen S. Mucher.

Marianas High School
Box 1370 CK
Saipan, MP 96950
Tel: ((670) 664-3800

448 Clover Lane
Archabold, OH 43502
Tel: (670) 664-3800
roseman@bright.net

16. Gail S. Rumph

Kalamazoo Public Schools
1220 Howard Street
Kalamazoo, MI 49008
Tel: (616) 337-0100

1122 Par 4 Road
Kalamazoo, MI 49008
Tel: (616) 349-9294
tangie@net-link.net

17. Nancy A. Silva

Indian Brook Elementary School
1181 State Road
Plymounth, MA 02360
Tel: (508) 830-4370
Fax: (508) 830-4373

37 Manomet Avenue
P.O Box 932
Manomet, MA 02345
(508) 224-3261

18. Kathleen V. Wright

Gaithersburg High School
314 S. Frederick Avenue
Gaithersburg, MD 20877
Tel: (301) 840-4700

Box 390
17710 Meeting House Road
Sandy Spring, MD 20860
Tel: (301) 774-0579
ChezWright@aol.com

BRAZIL

A Social Studies Curriculum Unit for 4th/5th Graders

Lara Bodie
Holly Kim

October 1998

TABLE OF CONTENTS

Section Page

I. Rationale.......... 3

II. Goals and Purposes.......... 4

III. Learning Experiences.......... 6

IV. Before We Begin.......... 8

V. Content Outline.......... 9

VI. Organization.......... 13

VII. Evaluation 15

VIII. Resources and Materials.......... 17

IX. Scope and Sequence Charts.......... 19

X. Masters..........

RATIONALE

Most school and state curricula for upper grades include a study of other cultures of the world, appreciation of diversity or Latin America. For example, the existing NY State social studies curriculum for fifth grade includes a study of Latin America. One method for examining Latin American countries and their culture is through an in depth study of one specific country - in this case, Brazil. Brazil is not only the largest country in Latin America but also a country with striking similarities to the U.S. in its diverse population, varying regional climate and rich ecosystem. Students will be exposed to the different aspects of Brazil in a way that is interactive and promotes understanding. In addition to acquiring content knowledge, students will learn and practice the tools of research - how to choose a topic, how to find information at the library, how to take notes, how to conduct research on the computer, how to write a research paper and how to edit. Students will be able to apply these skills to any research project.

GOALS AND PURPOSES

The purpose of this unit is to increase students' knowledge of Brazil and to improve students' analytical and research skills. What they learn in this unit of study will serve as a springboard for an independent research project. Through varied learning experiences the following goals will be attained:

I. Conceptual Goals
- to gain a deeper understanding of Brazilian history and culture
- to learn about Brazil through literature, videos, music, non-fiction texts, art.
- to increase appreciation for diversity, including indigenous cultures
- to learn how history affects the present
- to make connections between Brazil and the United States
- to learn the geography of Brazil
- to learn about currency and exchange
- to learn about native flora and fauna
- to learn how the exploitation of the Amazon impacts Brazil and the rest of the world

II. Process Goals
- to increase interaction among classmates
- to increase interaction between class and school community
- to increase interaction between students and their families
- to increase familiarity with cooperative learning strategies
- to increase familiarity with group discussion strategies
- to learn to use community as a resource
- to learn to self evaluate
- to learn how to confer with peers

III. Skill Goals
- to develop critical thinking skills
- to develop interviewing skills
- to develop reflective abilities through journals and discussions
- to develop discussion skills
- to develop organization skills
- to develop oral and visual presentation skills
- to develop observation skills
- to develop note-taking skills
- to develop reading skills
- to develop reflection skills
- to develop role playing skills
- to develop group learning skills
- to develop group discussion skills
- to develop computer skills

IV. Affective Goals
- to build respect for self and others

- to develop sense of responsibility for society
- to listen attentively to others
- to heighten awareness of the impact of historical events
- to develop respect and tolerance of different cultures
- recognize and appreciate similarities and differences

LEARNING EXPERIENCES

Notebook/Journal
The notebook/journal will serve as a space for reactions to curriculum as well as to jot down ideas and notes that will help their independent projects. Students will maintain a notebook/journal throughout the curriculum. Notebooks should be used for taking notes for their research project. It can also be used as a place for students to make Brazil/US connections and comparisons.

Currency Exchange
Students will learn how to exchange US dollars into Brazilian reals. They will participate in an activity where they will have to exchange money with their partner.

Geography
Students will engage in a variety of activities to understand landforms, waterforms, population, native products, and climate.

Brainstorming
Students will engage in a brainstorming session about Brazil. The chart created might include what they think they know, what they know and what they want to know. The information gathered will give teachers a sense of students' prior knowledge. This will serve as the point of departure for the unit of study.

Library research
Students will visit either the school or public library and learn or review skills related to library research.

Research Skills
Students will learn how to take notes, paraphrase, create a topic sentence, edit, and write a bibliography. The teacher will demonstrate many of these skills for students. Students will also learn how to access information over the world wide web and off of CD ROM's.

Videos
The video, 'Brazil," from the Video Visits series will be the primary media source for students (see Resources and Materials for more information). Student will take notes off of this video.

Independent Research Project
Students will complete an independent research project that includes a written report and a physical project. They will have a choice for their physical projects in order to accommodate students' different learning styles.

Oral Presentation
During the culminating activity, student will present their projects to an audience that may include their peers, school administrators and parents.

Project Evaluation
Students will evaluate themselves in two different ways. First, they will grade themselves based on the rubric in the research packet. Second, they will write an informal assessment of the project, also included in the packet.

Field Trip to the Museum of Natural History (optional)
Students, teachers and parents will go to this museum or another museum with an exhibit on Brazil. You should call the museum ahead of time to learn about the exhibits and workshops being offered. It will serve as a curriculum-reinforcing experience for students.

Field Trip to the IMAX Theater (optional)
Students, teachers and parents will go to the IMAX Theater, which currently has a film on the Amazon.

BEFORE WE BEGIN

STUDENTS should know

- basic US geography and history to compare and contrast with Brazil.

STUDENTS should have

- a social studies folder.
- a social studies notebook.

TEACHER should

- assign partners – heterogeneous grouping.
- gather Brazil travel books and brochures from the library, local travel agencies.
- call local Brazilian consulate and request travel materials.
- display large wall maps of Brazil and the world.
- complete following prerequisite small student group activity:

  During a free period, lunch period or after school have a small group of 3- 5 students trace outlines of brazil and its states onto a large 3'x6' sheet of butcher paper. Make two of the same outline. Teacher must project image onto paper from an overhead transparency. Another small group of students will cut the states of one of the maps for use on day 4 of unit.
- xerox research packet for each student
- xerox masters for each student
- plan trip to the library
- plan field trips (optional)

CONTENT OUTLINE

The following is an outline of 18 lessons suggested for a six-week unit of study. Students will use their notebook/journal to take notes and to reflect on how what they learned about Brazil that day compares with what they know about the United States. Remember that field trips are optional and are not included in the outline below.

Week 1

Lesson 1 – Passport to Brazil

- Give each student a passport (Master Sheet A). Give students time to complete information on passport. Simulate a plane flight to brazil by arranging chairs in classroom to emulate airplane seating. Show map of world and draw a line, using a marker or piece of string, from place of departure to destination
- Upon "disembarking" have students exit through customs and exchange fake us dollars for Brazilian reals (bring in Sunday' travel section to show current rate). Give each partnership dollars and reals. You can make fake money by cutting up green paper for dollars and pink paper for reals. Each pair should be given an amount of dollars, which they must now exchange to reals. Show the class how they might exchange a sample amount.
- Wrap up day 1 with group discussion of video and currency exchange.
- Handout independent research project expectations and research packet. Go over materials and answer any questions.

Lesson 2 – Destination: Brazil

- Show introductory Brazil video (see bibliography). Have students take notes from the video. Don't guide note taking but suggest they jot down facts that are interesting to them. Remind students that they will soon be choosing their own Brazil research topic.

Lesson 3 - Brainstorm Brazil

- Orally review what students learned in Day 1 and Day 2.
- Give each partnership Master Sheet B. Allow 10 minutes for students to record what they think they know, what they know and what they want to know about Brazil
- Create a class chart by allowing partnerships to share one idea from each category.
- If there is time allow further sharing.

WEEK 2

Lesson 4 – Introduction to Geography
- Explain that each student will be researching a specific Brazilian state. Review sources for information and how to use those sources. Sources may include atlases, encyclopedias, guidebooks and computers (web sites and CD ROM's).
- Assign each student their state and give them the butcher paper cutout, glue stick and oak tag.
- Students spend the rest of the period gluing state onto oak tag and cutting out state for use with activities in Lesson 5.

Lesson 5 - Geography
- Students receive fact file worksheet (Master Sheet C). Using resources discussed during lesson four, students fill in the geographical facts for their state.

Lesson 6 - Geography
- Using fact file worksheet students record their findings onto their state shape and represent the facts with symbols and with words.
- Begin lesson with a discussion of how students might select their facts and how they will organize it on the cut out of their state.
- Give students time to complete the work.

WEEK 3

Lesson 7 - Geography
- Students reassemble map and glue states to the second outline of Brazil. Each student reports on her/his state while rest of class takes notes.
- End with a discussion comparing the different geographical features throughout Brazil. In particular, notice the difference in climate, ethnic origins, and how climate and land and waterforms affect the products of that state.

Lesson 8 – Independent Research Topic Brainstorm
- Put original brainstorm chart up on the board. Next to that chart create a new chart for students to brainstorm a list of possible topics for their independent research (see research packet).
- Plan a library visit for this day.
- Students will go to the library and begin researching their three topics. Students will choose the topic that most interests them and has the most resources. Encourage students to visit other library branches for more resources. Also encourage use of videos and computer at the library.

Lesson 9 – Taking Notes

- Teach students how to read for information and take notes (see research packet). Demonstrate how to use post-its to mark pages that may be important.
- Demonstrate how to take notes on a piece of paper or index card. You may want to use an overhead for this lesson.
- In groups of four, students will list questions they want to answer related to their topic. The group members will help each other generate questions.
- Give students time to read, post-it and take notes.

WEEK 4

Lesson 10 – Brazil Video

- Create a chart that includes student's name, topic and choice of physical project.
- Show Brazil video again and ask students to watch and listen for information relevant to their topic. They should take notes off of the video. If you have a lending library of videos, remind students that they may sign one video out, to be returned the following day.

Lesson 11 – Paraphrasing/Research

- Show students how to paraphrase while note taking (see research packet).
- Give students time to research. During this time the teacher will conduct informal assessment by conferring with individual students and taking notes on their progress. During the conference teach each child based on his/her individual needs.

Lesson 12 – Topic Sentence/Research

- Show students how to create a topic sentence and include facts that illustrate his/her topic (see research packet).
- Give students time to research. During this time the teacher will conduct informal assessment by conferring with individual students and taking notes on their progress. During the conference teach each child based on his/her individual needs.

WEEK 5

Lesson 13 – Editing/Research

- Review editing skills (see research packet). If necessary, chart editing marks that students should use. Remind them to use COPS - capitals, overall appearance, punctuation, spelling.
- Give students time to research. During this time the teacher will conduct informal assessment by conferring with individual students and taking notes on their progress. During the conference teach each child based on his/her individual needs.

Lesson 14 – Bibliography/Research

- Teach students how to create a bibliography (see research packet).
- Give students time to research. During this time the teacher will conduct informal assessment by conferring with individual students and taking notes on their progress. During the conference teach each child based on his/her individual needs.

Lesson 15 - Research
- Give students time to research. During this time the teacher will conduct informal assessment by conferring with individual students and taking notes on their progress. During the conference teach each child based on his/her individual needs.

WEEK 6

Lesson 16 – Class Presentation
- Students should bring in their completed independent projects to share with the class. After all presentations, students complete individual rubrics. The teacher will be filling out rubrics as students present. Between each presentation, allow two or three students to make comments or ask questions. If each presentation is between 3-5 minutes, it could take several hours to complete. You may want to do this over a two-day period.

Lesson 17 – Culminating Activity
- The class will work together to set up centers in the class, gym, auditorium, hallway or other large space and invite the school to learn about Brazil through students' physical projects.

Lesson 18 – Project Evaluations
- Students complete project evaluations (see research packet). Take out the initial brainstorm chart and add to what you know column.

ORGANIZATION

The curriculum is designed to cover a six-week period where students will spend one to two hours a day, three days a week. Allotment of time per day may vary according to the activity and response from students. In order to prepare for the curriculum, the teacher should begin by spending a few weeks becoming acquainted with the materials - masters, appendices, videos and books. The teacher should also have prerequisite materials ready.

As for the physical environment, space should be created for charts, maps and other visual aids that the teacher, parents or students may donate. All materials should be displayed and accessible.

The activities and learning experiences in the curriculum contribute significantly to the organization of the unit. This curriculum on Brazil is unified in three ways - it is integrated, sequential and continuous.

The learning experiences are integrated in that subjects such as reading, writing and math are an inherent part of the curriculum. For example, reading for research and writing notes and reflections provide students with concrete language arts experiences. In addition, the currency exchange project will teach students about different currency and how they exchange US dollars for reals. Within the realm of social studies, the curriculum also integrates the various fields of history, sociology, and geography.

The curriculum is sequential in that learning experiences build on one another. That is, what students gain from one learning experience informs and is applied to a new learning experience. Skills learned from one experience can be applied to new situations. For example, the brainstorming exercise will serve as a catapult for independent research. It also follows that the research skills taught will guide them through any future research projects. The content of the curriculum makes sequential sense. Before addressing the current issues, students receive background information that will inform their understanding of more recent history. Students will also be encouraged to analyze the impact of historical events on creating present day situations.

Finally, the curriculum is continuous in a variety of ways. Children move from concrete to abstract thinking; global implications as opposed to personal implications are explored. Most importantly, there is a continuity in learning experiences. This is ensured in the time frame of the unit of study. Students will have prerequisite knowledge from study on the United States. The knowledge acquired from that study will be stretched as they compare and contrast with Brazil. Furthermore, research skills will be reinforced in their independent projects.

EVALUATION

Evaluation is an ongoing process. The teacher will take into consideration the strengths shown by each child throughout the course of the year and attempt to expand each child's field of knowledge. Teachers may use some or all of the evaluation techniques listed below. There are three major actors in the evaluation process - the teacher, student, and parent - and a variety of methods for each person to be involved.

Teacher Log
The teacher should record observations of and conferences with each child. There should be a systematic way of observing each child aside from recording what stands out in your mind. For example, during each week, the teacher should attempt to record one observation for each child so that a longitudinal study can be recorded. In the log, the teacher should record development and changes in behavior, attitude and content knowledge through class activities, class discussions, small group discussions, and individual projects.

Folders
Teacher will review student's Brazil folder to assess organization and compilation of materials once a week. Include a sheet for comments in the folder.

Notebook/Journals
Students will maintain a notebook/journal throughout the curriculum. Teacher may allow students to share entries from their notebook on a weekly basis.

Independent Research Projects Rubric
The teacher grades each student based on the rubric (see research packet). The student also grades him/herself based on the rubric. Students must receive copies of the rubric before they begin their work.

Project Evaluation
Students will evaluate themselves through a project evaluation sheet at the end of the curriculum.

Parents as Partners
Parents will be included in the evaluation process. The teacher will send a note home or make a phone call if their child does well on an assignment or in class. The teacher should also encourage parents to come into school for conferences outside of parent/teacher nights. Parents will be sent a letter introducing the unit and suggestions on how they may help their child.

Teacher self evaluation

The teacher will reflect on own progress by thinking about organization, amount of interaction with students, development of relationships with students, and most importantly, the accomplishment of curricular objectives.

RESOURCES AND MATERIALS

Teacher References

Allen, Michael G., Stevens, Robert L. *Middle Grades Social Studies: Teaching and Learning for Active and Responsible Citizenship.* Needham Heights: Allyn and Bacon, 1994.

Au, Kathryn H. *Literacy Instruction in Multicultural Settings.* Fort Worth: Harcourt Brace College Publishers, 1993.

Brazil: The Rough Guide. New York: Penguin Books, 1998.

Cohen, Elizabeth G. *Designing Groupwork: Strategies for the Heterogeneous Classroom.* New York: Teachers College Press, 1986.

Johnson, David W., Johnson, Roger T., Holubec, Edythe Johnson. *Circles of Learning: Cooperation in the Classroom.* Edina: Interaction Book Company, 1993.

Tyler, Ralph W. *Basic Principles of Curriculum and Instruction.* Chicago: The University of Chicago Press, 1949.

Note: Travel guides produced by numerous companies are recommended for teachers and students.

Student References

Bailey, Donna and Sproule, Anna. *Brazil.* Madison, NJ: Raintree Steck-Vaughn, 1990.

Bennett, Olivia. *Family in Brazil.* Minneapolis: Lerner, 1984.

Cobb, Vicki. *This Place is Wet.* New York: Walker and Company, 1989.

Dahl, Michael. *Countries of the World: Brazil.* Mankato: Bridgeston Books, 1997.

Forsythe, Adrian. *How Monkeys Make Chocolate: Food and Medicines from the Rain Forest.* Toronto: Grey de Pencier Books Inc., 1995.

Jacobsen, Karen. *Brazil.* Chicago: Children's Press, 1989.

King, David C. *Dropping in on Brazil.* Vero Beach : Rourke Book Company, Inc., 1995.

Lewington, Anna. *Antonio's Rain Forest.* Minneapolis: Carolrhoda Books, 1993.

Lourie, Peter. *Amazon: A Young Reader's Look at the Last Frontier.* Honesdale: Caroline House, 1991.

Lye, Keith. *Take a Trip to Brazil.* New York: Franklin Watts, 1983.

McKay, Susan. *Festivals of the World: Brazil.* Milwaukee: Gareth Stevens Publishing, 1997.

O'Mara, Anna. *Rain Forests.* Makato, Minn.: Bridgestone Books, 1996.

Rocha, Jan. *Brazil: A Guide to the People, Politics and Culture.* Brooklyn: Interlink Books, Inc., 1997.

Taylor, Barbara. *Rain Forest.* New York: Dorling Kindersley, 1992.

Waterlow, Julia. *Brazil.* New York: Bookwright, 1992.

Videos

Amazon: Land of the Flooded Forest. National Geographic Video. 60 min.

Brazil, Video Visits, South American Collection. International Video Network. 55 min.

Web sites

1. **gopher://ericir.syr.edu:70/0R0-13982-/Lesson/Subject/SocialStudies/SocialStudiesIndex**
2. **http://city.net/countries/brazil**
3. **http://geography.tqn.com/library/maps/blbrazil.htm**
4. **http://lcweb.loc.gov/rr/**
5. **http://lcweb2.loc.gov/cgi-bin/query**
6. **http://multimedia2.freac.fsu.edu/ncge/**
7. **http://socialstudies.com:80/globalstud.htmlhttp://expedia.msn.com/wg/places/Brazil/HSFS.htm**
8. **http://www.atlapedia.com/online/countries/brazil.htm**
9. **http://www.brasil.emb.nw.dc.us**
10. **http://www.brol.com/index.html**
11. **http://www.ed.gov/EdRes/EdCurric.html**
12. **http://www.embaixada-americana.org.br/bsb.htm**
13. **http://www.execpc.com/~dboals/**
14. **http://www.fodors.com/**
15. **http://www.geocities.com/Athens/3541/**
16. **http://www.gsn.org/teach/cool/k12links.html**
17. **http://www.latinworld.com/sur/brasil/**
18. **http://www.nationalgeographic.com/resources/ngo/education/**
19. **http://www.ncge.org/othersites.html**
20. **http://www.pbs.org/learn/tconnex/socialstudiestg.html**

SCOPE and SEQUENCE
Bloom's Taxonomy

Experience	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Notebook/Journal	X	X		X	X	
Currency Exchange	X	X	X			
Geography	X	X	X	X	X	
Brainstorming Chart	X	X	X		X	
Library Research	X	X	X		X	
Charts	X	X	X	X		
Research Skills	X	X	X		X	
Videos	X	X	X	X	X	X
Research Project	X	X	X	X	X	X
Oral Presentation	X	X	X	X	X	X
Project Evaluation	X	X	X	X	X	X
Field Trip	X	X	X	X	X	X

SCOPE and SEQUENCE
Social Structure

Experience	Whole Group	Small Group	Individual	Lecture	Discussion	Hands-On
Notebook/Journal			X			X
Currency Exchange	X	X	X	X	X	X
Geography	X		X	X	X	X
Brainstorming Chart	X	X	X		X	X
Library Research	X		X		X	X
Charts	X	X			X	X
Research Skills	X	X	X	X	X	X
Videos	X				X	
Research Project			X			X
Oral Presentation			X			
Project Evaluation			X		X	
Field Trips	X					X

BRAZIL

Independent Research Project

Name ____________________
Date Assigned ____________________
Date Due ________________________

PROJECT OVERVIEW

Welcome to the wonderful world of **research**! You are going to research a topic related to Brazil and present your findings to your teachers and classmates. You already have some background on the diverse and exciting country of Brazil. Now it's time to take an in depth look at something that really interests you.

The key to choosing a subject that you really ***love***, is to think about what you enjoy doing or learning about. If you live for food, study the cuisine of Bahia. If lakes and rivers really float your boat, find out more about the Amazon River. Choose a topic that is broad enough to gather lots of interesting facts and not so huge that you are drowning in a sea of information.

This packet includes information to guide you through this exciting process. At the end of this journey you will present 3 components that make up your final project.

I. A **written** research report

II. An **oral** presentation of your findings

III. A **physical** project (the list of choices is in this packet).

Please follow the directions in this packet step by step. Part of your evaluation will be how well you follow directions. Please start now by turning the page!

STEP 1

BRAINSTORM TOPIC IDEAS

Below record a list of 6 possible topics for your research project.

1.

2.

3.

4.

5.

6.

STEP 2

Circle three of the six topics that appeal to you most and record them below.

1.

2.

3.

STEP 3

See what resources are out there. Go to the library, search the WWW, ask friends, teachers, and family members. After checking out the available information, choose one of the three topics you found interesting and record it below.

My Brazil Topic Is ______________________________

You are ready to begin RESEARCHING!!! Buckle your seat belts. Let's go!

STEP 4

The QUESTions Begin.....Every good researcher starts with a list of questions s/he wants to find the answers to. This helps in guiding your search and keeps you focused while you read. Below write a list of 10 questions you would like to answer during your research.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

STEP 5

Record the list of books, magazines and websites you are using here :

#	**AUTHOR** (Last Name, First Name) or Name of **Magazine** Address of **website**	**TITLE** (if you are using a **website** record the title here)	**YEAR**
1	*Writer, Awesome*	*Brazilian Bunnies of Bahia*	*1990*
2			
3			
4			
5			
6			
8			
9			
10			
11			

STEP 6

NOW READ, READ, READ. Ask your teacher for Post It notes. When you read a page that pertains to your topic, you may mark it with a Post It note.

STEP 7

HOW TO TAKE **NOTES**....

The most important step in taking notes is to put the information into your own words. When you copy the words of an author it is called PLAGIARISM and it is illegal. Putting the author's ideas into your own words is called PARAPHRASING. It is okay to paraphrase as long as you give the author credit in your footnotes and bibliography (you will be learning more about footnotes and bibliographies as you finish this project)

Each time you take notes, record the number of the resource you are using (see table above) and the page number where you find the information.

Example:

#1 Pg. 12 Most female Brazilian bunnies in the city of Salvador have 3 baby bunnies during their lifetimes.

STEP 8

After you have assembled you notes it is time to create a PLAN for your report.

Planning allows you to organize your thoughts and information before you begin writing.

Here is a sample plan

1)TOPIC SENTENCE - Brazilian Bunnies of Bahia are the most common species of rabbit in the Brazilian state of Bahia and are unique in many ways.

EXAMPLES -

2)physical features
3) habitat
4)food
5)life span
6)reproduction

7)CONCLUSION - explain what makes them different or special as compared to other species of rabbits.

STEP 9

Now it is time to write your **report**. Using the plan above and your notes you can begin writing paragraphs. From my Brazilian Bunny report plan I can tell I will have a 7 paragraph report. Each **paragraph** will have:

I) Topic sentence - a sentence telling what the paragraph is about

II) 2 or 3 Examples or evidence.

III) Transition sentence - a sentence that leads your audience in to the next paragraph.

SAMPLE PARAGRAPH

Brazilian Bunnies of Bahia live in a variety of warm weather habitats. Many of these rabbits choose to live on the sandy beaches along the coast line. They burrow themselves underneath the rocks that line the shore and come out during the afternoon for food and exercise. Some of these bunnies also live in the crowded cities of Bahia such as Salvador. They live beside dumpsters close to cafes and restaurants where they can be sure to receive leftovers. Bahian bunnies love the sun and usually borrow themselves away when rain comes. They do have very good appetites and enjoy living close to food.

After you have written you first draft you must revise and edit it on your own and then conference with a teacher. Remember, good writing is rewriting so you may have up to 3 drafts for this report.
REMEMBER TO CALL THE COPS!
C - capitalization, **O** - Overall appearance, **P** - Punctuation, **S** - Spelling

On your final draft remember to include...
Your Name
The title of your Report
The date
Page #
on each page

STEP 10

Now it is time to think about your **physical project**. You may choose one of the following:

- **Poster**
- **Diorama**
- **Performance**
- **Model**
- **Collage**
- **Food**
- **Video**

Powerpoint Presentation

*When choosing your project you need to think about how much time you will need to do an excellent job.

STEP 11

The last step is planning and practicing your **oral presentation.** You will presenting your physical project and informing your classmates and teachers of the information you uncovered during your research. You may not read directly from your report. This presentation should be from 3-5 minutes and include only a few highlights from your report

STEP 12

YOU WILL BE EVALUATED USING THE FOLLOWING RUBRIC

Please fill this out for yourself and you will also receive a rubric filled out by your teacher.

Circle the number in each category you feel you have earned. Use the comment line to discuss specific issues related to the number you chose in each category.

RESEARCH PAPER

3: Report is organized, perfectly edited, includes a perfectly formatted list of resources

2: Report is somewhat organized, has some mechanical errors, includes a list of resources that is formatted partially correctly

1: Report is disorganized, poorly edited, either has no list of resources or a poorly formatted list of resources.

Comments: ______________________________

PHYSICAL PROJECT

3: Physical project is visually pleasing, related directly to research topic, demonstrates time, effort, and planning

2: Physical project is somewhat visually pleasing, relates somewhat to research topic, demonstrates some time, effort, and planning

1: Physical project is messy and disorganized, does not relate directly to research topic, demonstrates little time, effort, and planning

Comments: ______________________________

ORAL PRESENTATION

3: Presenter is poised, speaks clearly, is concise, report is no shorter than 3 minutes and no longer than 5 minutes.

2: Presenter is somewhat poised, speaks somewhat clearly, is somewhat concise, report is either a little shorter than 3 minutes or a little longer than 5 minutes.

1: Presenter lacks poise, does not speaks clearly, is not concise, report is much shorter than 3 minutes or much longer than 5 minutes.

Comments: ______________________________

FOLLOWING DIRECTIONS

3: The steps outlined in the packet have been completed correctly and in order

2: The steps outlined in the packet have been completed somewhat correctly and partially in order

1: The steps outlined in the packet have been not completed correctly and nor in order

Comments: ______________________________

STEP 13
PROJECT EVALUATION

1. What did you like most about this project and why?

2. If you could change something about this project what would it be?

3. Do you feel you are better prepared for doing research projects in the future? How are you better prepared?

Use this sheet to make sure you have completed each section of this packet.

STEP NUMBER	***COMMENTS AND REMINDERS***	***CHECK WHEN COMPLETE***
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

PASSPORT

Passport Photo

Passport # ______________________________

Stamp:

MASTER B

BRAZIL BRAINSTORM

WHAT I KNOW	**WHAT I THINK I KNOW**	**WHAT I WANT TO KNOW**

Master C

FACT FILE

LANGUAGE SPOKEN	
LANDMARKS OF THE STATE	
PRODUCTS OF THE STATE	
MAJOR CITIES	
POPULATION OF THE STATE	
STATE'S REGION	
LAND FORMS IN THE STATE	
WATER FORMS IN THE STATE	

Master D

PLANNING CALENDAR

Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**

Fulbright-Hays Seminars Abroad Program
Independent/Curriculum Project

Seminar:

Education, Multiculturalism and Citizenship in Brazil

June 26-July27, 1998

Leslie A. Bozeman

Seminar Project

Overview

This project is based on Montgomery County Public School's theme-based foreign language instruction and is written in a similar format to the MCPS Foreign Language Curriculum Guide. I have developed lesson plans for the clothing, numbers, personal identification and greetings themes and have created assignments for a current events project as well as a three-way comparison of the history of Brazil, Argentina, and the United States. The goal of these lessons is to educate students studying Spanish in the uniqueness of Brazilian culture and language as compared to other countries in South America.

These lessons are intended as components of a special unit in which the students would be presented with Spanish and Portuguese vocabulary. However, in terms of evaluation and course requirements, the students would only be responsible for mastering Spanish language vocabulary and cultural information. All Portuguese information would be for exposure and graded only for participation and completion.

Outline

The following is an outline of the unit:

Part 1 Brazilian/Argentine/United States History (4 days)

Part 2 Greetings/Personal Identification (3 days)

Part 3 Clothing/Numbers (4 days)

Part 4 Current Events (Throughout the semester)

Part 1 Brazilian/Argentine/US History

Day 1

Objectives:

1. To familiarize students with the major historical events and key political figures of Brazil, Argentina and the United States

2. To compare and contrast the major historical events and key political figures of Brazil, Argentina and the United States

Questions:

1. What major historical events contributed to the formation of contemporary Brazil/Argentina/United States?
2. What impact did the first leaders of Brazil/Argentina/United States have on the formation of the country?

Materials:

Time line of major historical events, list of key political figures, map of each country, assignment sheet, list of work groups, proposal sheet

Procedure: **(See Handout A)**

1. Distribute assignment sheet to the class, give them a chance to review it, then explain the assignment to them. Inform students of their group assignment and explain that there will be 2 groups for each of the 3 countries.

2. Instruct the groups to review their timeline, people list and country map. Give groups 10-15 minutes to arrive at a presentation format, to fill out the proposal sheet and to begin working on the presentation.

Evaluation:

Teacher will circulate and verify that the project proposal has been filled out by each student.

Homework:

Review country information. Prepare for a short quiz on your assigned country.

Teacher notes:

1. Work groups can be arranged by row, alphabetically, randomly or strategically designed to combine the best working partnerships. 4-5 students per group is ideal.

2. Presentations can be made in English for lower level students and in Spanish for upper level students.

3. Teacher will prepare 5-point assessments for the 3 countries to give at the start of class.

4. Any South American country can be used for this assignment.

Day 2

Objectives:

1. To familiarize students with the major events and key figures of Brazil, Argentina and the United States

Materials:

Time line of major events, list of key people, map of each country, assignment sheet, list of work groups, proposal sheet

Procedure:

1. Students will first take a 5-point quiz on the information for their particular country. The quiz will be checked, then the students will begin working on their presentations. They will have the rest of the class period to prepare and to practice. The teacher will circulate, offer assistance and monitor productivity.

Evaluation:

During the last 5-8 minutes of the class a representative from each group will give a brief description of the group's presentation.

Homework:

Continue reviewing country information. Practice presentation and be prepared for another 5-point assessment of your country information.

Teacher Notes:

1. Quiz can be checked orally, by transparency or turned into the teacher.
3. Teacher should insure that each student participates in the design of the presentation.

Day 3

Objectives:

1. To familiarize students with the major events and key figures of Brazil, Argentina and the United States

Materials:

Time line of major events, list of key people, map of each country, assignment sheet, list of work groups, proposal sheet, reaction sheet

Procedure:

1. Students will take and correct a five-point quiz on their country.

2. The teacher will choose 3 groups (one representing each country) to present to the class. The groups who do not present will have an opportunity to add to the information given by the presenting group. They may state information the other group left out or correct any mistakes that group might have made.

3. Each group will have 10 minutes to present. While one group is presenting the other groups are writing down what they have learned about the specific country on a reaction sheet.

Evaluation:

After each group has presented, students will work on a matching sheet incorporating information about each country as the teacher checks the reaction sheets.

Homework:

Continue reviewing country information.

Teacher Notes:

The teacher will check for historical accuracy and participation of each group member.

Day 4
Closing Activity

Objectives:

1. To familiarize students with the major events and key figures of Brazil, Argentina and the United States

2. To compare and contrast the major events and key figures of Brazil, Argentina and the United States

Materials:

Time line of major events, list of key people, map of each country, assignment sheet, list of working groups, proposal sheet, true/false exercise, new group list

Procedure:

1. Students will complete a true/false exercise about the 3 countries. Six new groups with representatives from each country will be formed to compare and contrast the events that shaped each country.

2. They will examine characteristics of leaders, socioeconomic factors, geographic factors, etc.

Evaluation:

Several students will be called on to state conclusions based on their discussions.

Teacher Notes:

1. Students should not present on their own country.

Part 2 Language and Grammar

Day 1

Objectives:

1. To clarify the misperception that Brazilians speak Spanish because Brazil is located in South America with Spanish-speaking countries.

2. To recognize and say Portuguese equivalents of common Spanish greetings.

3. To give personal information in Portuguese.

Questions:

1. How does Portuguese sound differently from Spanish?
2. What are some similar words in the two languages?

Materials:

Statement written on board in Spanish and Portuguese, Portuguese/Spanish tape of self introduction, tape script, reaction sheet, vocabulary charts

Procedure:

1. The teacher will point out the statements on the board and have a student read the Spanish statement aloud to the class. The teacher will then read the Portuguese statement to the class.

2. Next the teacher will play a tape of a self-introduction in Spanish, followed by the same introduction in Portuguese. This gives the students a chance to hear the similarities and differences between the two languages.

3. The teacher will then present common greetings to be learned in Portuguese. These will include: Hello, Good-bye, Good Morning, Good Afternoon, Good Night and See You Later. To do this the teacher should have a Spanish-Portuguese chart, transparency or handout of the expressions available.

4. The teacher will model the pronunciation and then have the class repeat. This will be followed by brief exchanges in which the students greet each other with the new Portuguese expressions.

5. Afterwards, the teacher will introduce personal identification vocabulary to include: My name is, I am, I live in, I'm from, I like and I am_yrs. old.

Homework:

To help commit the new expressions to memory the students will complete a "fill-in-the-blank" paragraph. This paragraph will represent a conversation between 2 English-speaking students and a Brazilian student in which the Brazilian student is new in the Spanish class and asks an English-speaking student who knows Portuguese to translate for him/her.

Teacher Notes:

1. The teacher can model Portuguese pronunciation or obtain assistance from a native speaker.

2. Beginning level Spanish classes will need a Portuguese-English vocabulary chart.

Day 2

Objectives:

1. To review common Portuguese expressions.

2. To provide personal information in Portuguese.

Materials:

Day 1 homework she · on transparency, chart with Portuguese/Spanish vocabulary, introductions tape, cartoon assignment, Brazilian name and cities list.

Procedure:

1. To review from day 1, students will hear the Portuguese introduction on tape and will have a true/false check sheet in Spanish to confirm listening comprehension. The students will listen to the Portuguese and with aid of notes check off which information is given.
2. The homework will be self-checked by the students from transparency.
3. Students will be given a cartoon with blank bubbles to complete with the new greetings and personal identification vocabulary. They will work collaboratively to name the characters and decide what they will say and where the characters are from.
4. Several volunteers will complete their cartoon on transparency and will display it for the class.

Evaluation:

At the end of the class the students will have a matching exercise to be turned in including new verbs and expressions from the previous day. They may again work collaboratively to complete the assignment.

Homework:

Students will practice pronunciation of all new Portuguese vocabulary in preparation for an oral exchange with the teacher/classmate.

Day 3
Closing Activity

Objectives:

1. To greet someone, introduce yourself and make 2-3 simple statements about yourself in Portuguese.

Materials:

Prizes (extra credit, candy, pencils, etc. something Brazilian), prompt cards that state exactly what a person will say, class notes.

Procedure:

Four to six volunteers will pick cards from a hat that instruct them in Spanish of what to say in Portuguese. As each student accomplishes their task they will receive a prize.

Teacher Notes:

All levels should be able to use prompt cards in Spanish.

Part 3 Clothing and Numbers

Day 1

Objectives:

1. To identify clothing items in Portuguese

Questions:

1. Which clothing items have similar names in Spanish and Portuguese?
2. Which items have unique names in each language?

Materials:

Tape of new Portuguese vocabulary, index cards, Portuguese/Spanish vocabulary list, word find.

Procedure:

1. Teacher hands out a list of clothing vocabulary to the students in Portuguese accompanied by the Spanish translations. The students will listen to the pronunciation of the vocabulary on tape in Portuguese and will practice pronunciation during the tape.

2. Student volunteers will be asked to pronounce 2-3 words at a time and will be given points to encourage their participation.

3. After oral practice of the vocabulary the students will make small flash cards to reinforce the words they have just learned, to have a study tool and to also use in the next day's class activity.

4. After completing the flash cards the students will have 8-10 minutes to begin memorizing the words with a partner. Students should be encouraged to use a variety of activities with the flash cards to help them master the words.

Evaluation:

Students will complete a word find including the new Portuguese vocabulary.

Homework:

The students must study the flash cards, bring them to class the next day and have them spread out on the desk word side up within in the first 2 minutes of class.

Teacher notes:

1. The teacher can present from 10-15 clothing items and accessories he/she feels are common.

2. Students may provide their own paper for the assignment and paper cut squares may be used in place of index cards.

3. Prizes may be used in place of participation points

Day 2

Objectives:

1. To identify clothing items in Portuguese.
2. To count from 1-10 in Portuguese.

Materials:

Timer/stop watch, category list, clothing pictures, clothing list, game prizes

Procedure: (See Handout B)

1. At the sound of the late bell the teacher will set a timer for 2 minutes. During this time students will need to finish placing their flash cards on the desk.

2. At the end of the two minutes the teacher begins to state categories. Students identify all of the clothing items that fit the criteria and the teacher calls on volunteers to state the vocabulary. Volunteers receive participation points or another incentive. This exercise should last for no more than 8 minutes.

3. The teacher will explain the next activity and will introduce the sentence "I want to buy a/some..." in Portuguese. As the teacher states what she wants to buy, the students will have to move to that picture in the room. If a student goes to the wrong picture they must sit. All students who remain standing at the end of the class will receive a small prize.

4. After the game the teacher will give the students a list of the numbers from 1-10 in Spanish and in Portuguese. The students will again hear a tape for pronunciation, will follow along with their lists and will volunteer to pronounce words for participation points.

Evaluation:

Students will complete a joint matching activity with the clothing and the numbers.

Homework:

Bring in old magazines that have ample pictures of clothing.

Teacher Notes:

1. To be prepared for this lesson the teacher will have to place large clothing pictures around the room and move the chairs to the perimeter of the room prior to the start of class.

2. The teacher will also have to write the statement "I want to by a/some..." in Spanish and in Portuguese on the chalk board or on transparency prior to the start of class.

3. The teacher will also need to have pre-prepared criteria to use in the categorization exercise.

Day 3

Objectives:

1. To identify a specific amount of the correct clothing items.

Materials:

Clothing magazines, shopping lists, markers, tape/glue

Procedure: **(See Handout C)**

1. Teacher will pass out the Shopping List Assignment, explain the assignment, take questions and give the students the rest of the class period to complete it.

Evaluation:

The complete posters will be graded for participation points.

Homework:

Study the clothing and numbers vocabulary. Be prepared to answer questions using the Portuguese vocabulary.

Day 4
Closing activity

Objectives:

To state the type and amount of clothing items you need to buy in the store.

Materials:

Class notes.

Procedure:

1. Students will role play a scene in which a Brazilian tourist who doesn't speak English goes shopping in the United States. One student will play the Brazilian tourist and another will play the sales associate who only speaks English, a little bit of Spanish and can understand some Portuguese.

2. Knowing that Brazilians can often understand Spanish, the sales associate will ask the Brazilian tourist in Spanish if they want to buy certain clothing items. The tourist will answer in Portuguese with just the name of the clothing item and the amount he or she wants.

3. The teacher will call on 3-4 pairs of student to role play and will give those students participation credit.

Evaluation:

All students will have written out their exchanges, therefore students who didn't speak aloud can hand in their written version.

Current Events Assignment

Objectives:

1. To familiarize one's self with current news in Brazil.
2. To identify resources by which to learn of current news in Brazil.

Questions:

1. What political, social and economic issues are facing the people of Brazil currently?
2. How are sports and entertainment figures viewed in Brazil?

Materials:

Computer, web addresses, current news periodicals, poster board, markers, transparency, other presentation tools.

Procedure:

1. For this assignment 8 students will choose to research current Brazilian news stories in one of 5 different categories: Economy, Sports, Social Issues, Politics, and Entertainment. Students must research the basic "Who?, What? Where?, When?, Why? and How?" of the news story.

2. Each student will be assigned a date during the semester on which to present their Current Events Assignment.

3. Each student will identify 3 current news stories in their category by using the Internet or news periodicals. A student may follow one particular event in the news and chart the progression of the event, or a student may choose 3 separate events from a news category.

Evaluation:

Each student will be responsible for a preparing a written presentation outline, time line, visual and an oral summary of their news stories.

Teacher Notes:

It is assumed that the class is already involved in current events research for Spanish-speaking countries and is already capable of identifying web sites, newspapers and magazines in the school's Media Center or the public library.

Handout A

Brazil, Argentina, United States History Comparison
Assignment Sheet

Objective: To compare and contrast the historical events and key figures that shaped the history of Brazil, Argentina and the United States.

Assignment Explanation:

In pre-set groups you will create a brief presentation to highlight the major historical events and key political figures of Brazil, Argentina and the United States. This presentation will take the form of a role play, cartoon drawn on transparency, etc. You will be provided with historical timelines, a list of key figures and a map for your assigned country. You will review these materials now and fill out a presentation proposal stating the form of your presentation and the roles of each group member in the formation of the project. Each student will fill out the proposal sheet. You will again review the information tonight for homework. You and your group will create the presentation in class tomorrow. The following products are to be presented/submitted/checked for credit:

1. A proposal stating the form your presentation will take, assigned country, names of groups members, and roles of each group member.
2. A reaction sheet with notes from other group's presentations.
3. A five to eight minute presentation in which you creatively inform your classmates of events and key figures in your assigned country.

Handout B

Categorization Exercise

Students prepare flash cards with current vocabulary that are small enough to spread across their desks, yet still see the target word on each card. The teacher prepares a list of categories that the current vocabulary falls under. For example, if the class is studying clothing the categories could be:

Clothes you wear...

when it's cold outside
when it's warm outside
when it's raining
when it's sunny
to play soccer in
to a party
to sleep in

As the students identify the vocabulary that fits into a specific category they pick up the card. Then a volunteer reads all the words he/she has picked up. Other students can correct or add words. This activity helps the students to memorize the vocabulary and gives them mental and visual cues to help them recall words in the future.

Handout C

Shopping List Activity

Students will receive a list in Portuguese that details the amount of which clothing items to buy. There will be several different lists with different clothing items and varying amounts of each item. The students will be able to use their class notes to help them understand the list.

In partners or alone the students will identify the correct amount of the specified clothing items in the magazines they have brought to class, cut them out and attach them to their poster board. After identifying all clothing items the students will label the poster in Spanish and in Portuguese.

The teacher will circulate in order to check the accuracy of the posters and the posters will later be displayed in the classroom.

"Communities Around Our Multicultural World"

Brazil Unit

Submitted in conjunction with the requirements for
The Fulbright Summer Seminar in Brazil 1998
Submitted by : Salema Dawson

Introduction

The following collection of lesson plans will be used in conjunction with an Interdisciplinary Team Teaching Curriculum Project that is being developed at The Surfside School, PS 329, in Brooklyn, New York. Our 3rd and 5th grade students study various “Communities Around the World” which include, Brazil, India, Israel, Japan, Africa and many other communities around our multicultural world. We are revising the existing multicultural social studies and literature curriculum to include art, music, dance and computer technology. The classroom teacher along with the music, art, drama and dance teachers will teach as a team. The interdisciplinary units will include the literature, history, art, music and dance of the particular country being studied. The literature and history of the unit will be taught by the classroom teacher. The music, art drama and dance traditions of those same countries will taught by the those respective teachers.

All teachers will meet weekly for interdisciplinary planning and training sessions. The team will develop a theme for each unit and a class project must be completed after each unit. Projects may include art exhibits and/or performances of music, dance and drama . Each grade will be responsible for completing one long-term interdisciplinary project that must incorporate the art, music, dance and literature of one or more of the countries studied during the year.

The lesson plans contained in this document will be used in conjunction with the South American/Canada unit which will be taught by our 5th Grade Instructors. The following lesson plans are for use with lessons taught with reference to Brazilian culture.

Goals

Through the study of Communities Around the World, students will develop awareness of a variety of cultures and will be provided with keys to understand human kind which will enlighten them to better understand themselves. Students will:

- develop and appreciate a strong positive self-identity and individuality in themselves and extend that right to others.

- build a sense of kinship and community with people from all over the world. As diverse as people are, the human condition binds us all as we share universal feelings, wants and needs.
- examine how peoples of diverse historic, geographic and cultural perspectives have an impact on the present, and will influence the future.
- develop intellectual skills and attitudes that will enable them to effectively expand their roles as responsible and contributing citizens in their community and in our global society.

Format

Each lesson plan consist of the following components:

- **Aim:** Provides the specific goal or purpose of the lesson.
- **Motivation/Procedure:** builds interest by tapping in to students' prior knowledge and enumerates a step by step sequence to introduce and enhance the lesson.
- **Summary:** restates or retells what was learned.
- **Follow-up:** provides additional activities and extensions for further understanding. These interdisciplinary activities are designed to nourish interests awakened by the lesson, extending the lesson into art, drama writing, research and debate. **These lessons will be taught by the art, music, dance and drama teams.**

Text Book/Supplementary Literature

- Social Studies for a Changing World: Latin America and Canada; Macmillan/Mcgraw-Hill School Publishing Company, New York
- This Month Rio - July 1998 Tourist Guide, Rio de Janiero, Brazil
- Brazil in Brief - Publication by the Cultural Sector of the Brazilian Embassy.

For Further information in regards to this document, please contact:

Salema Dawson, Asst. Principal
The Surfside School, PS 329
2929 West 30th Street
Brooklyn, New York 11224
Tel# 718-996-3800
Fax# 718-265-1525
EMAIL: LemaD@aol.com

Lesson 1

****

Country: Brazil

Title of Lesson: Brazil: From Colony To Republic

Aim: To Learn how Brazil became a Republic.

****

Materials:

- Map of Brazil, Latin America/Canada Text Book, Activity Sheet

Motivation/Procedure:

1. Ask the students if the United States was always a free country. How did we receive our independence?
2. Introduce the lesson. Read Aloud selection, "All Brazil is a fresh-blooming garden", page 462 in text book. Inform students: Today we will learn how Brazil received its independence from Portugal.
3. Have students read text book pages 462 -- 464. Set purpose for reading/increase comprehension by asking?
    - Why did the Royal Family of Portuguese move to Brazil?
    - Who ruled Brazil after Dom Joao returned home to Portugal?
    - Who became Emperor of Brazil?
    - Why did Dom Pedro I give up the throne to his son?
    - Where did Dom Pedro II live after the end of slavery?
4. Begin a discussion. Supplement the reading with information that is not included in the text. Refer to world map as needed
    - Prince Regent Dom Joao rebelled against Parliament by refusing to return to Europe to continue his studies. He instead crowned himself as Dom Pedro I, Emperor of Brazil.
    - The Brazilians were unhappy with Dom Pedro II's mis-management of the country and at the age of 5, Dom Pedro II replaced his father as ruler of Brazil (assumed power at age 15).
    - Princess Isabel, daughter of Dom Pedro II, actually freed the slaves while her father was in Europe being treated for an illness. The monarchy was overthrown later that year.

Please note: The above information was acquired from Brazilian Periodical, "Rio This Month", July 1998 issue.

Activity

Have students work in pairs to complete a time-line that depicts the events which led to Brazil's freedom from Portugal.

Summary:

Ask students:

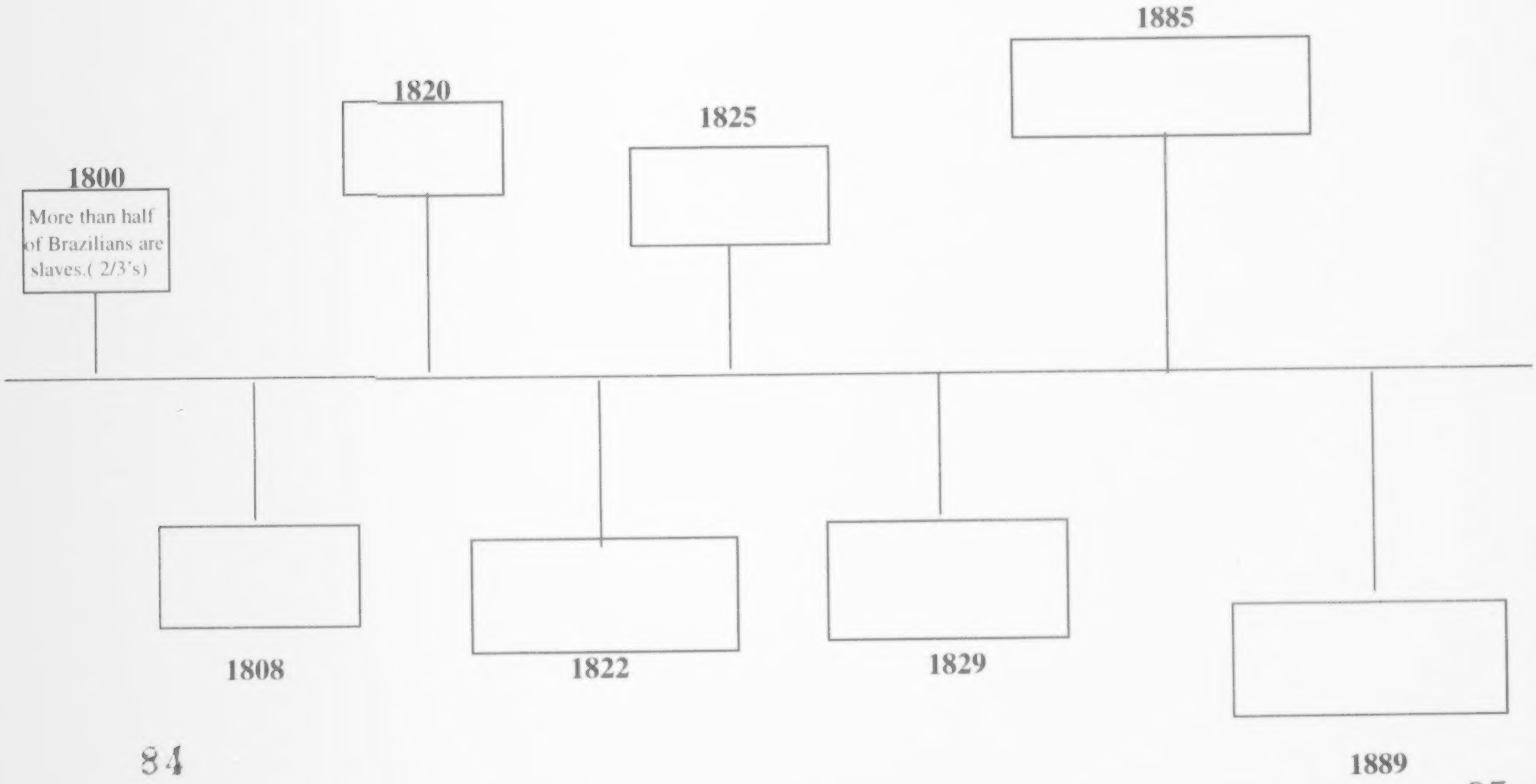
1. What steps led to Brazil's independence?
2. How did freeing the slaves cost Princess Isabella her throne?

Follow-up

Classroom activity -	Create a comparison chart which compares the events which led to the freedom of American slaves to the events which led to the freedom of Brazilian slaves.
Art activity -	Taught by art teacher - Students are introduced to the Brazilian flag and are allowed to examine World Cup T-shirts. They design t-shirts that can be worn by soccer spectators during the next World Cup soccer games.
Music -	Taught by music teacher - Children learn the Brazilian National Anthem.
Dance -	Taught by dance teacher and Capoeira group, Negro Gato - Children will learn the history of Capoeira and will participate in 4 lessons.
Drama -	Taught by drama teacher - Children will reenact the day the slaves were freed in Brazil.

Activity Sheet 1

Directions: **Complete the time-line to highlight the important events which led to Brazil becoming a Republic.**


1800
More than half of Brazilians are slaves.(2/3's)
1820
1825
1885
1808
1822
1829
1889

Lesson 2

****

Country: Brazil

Title of Lesson: The People Of Brazil

Aim: To learn which groups of people make up the population of Brazil.

****

Materials:

* World Map , Latin America/Canada Text Book, Photographs and Video tape of Brazilian people, Activity Sheet

Motivation/Procedure:

1. Ask the students, "What different groups of people live in the U.S. List student responses on the chalk board.
2. Introduce lesson. Read aloud famous quote stated by Brazilian author, Jorge Amado, page 531 in text book. Inform students that they will learn about the many different people of Brazil.
3. Have students read pages 531 - 532 in textbook. Set purpose for reading/increase comprehension with the following questions :
   - What various ethnic groups live in Brazil?
   - Who were the first people to live in Brazil?
   - Where do the Brazilian Indians reside? Why?
   - How did the Africans arrive in Brazil?
   - What parts of African Culture are now a part of Brazilian Culture?
   - How did the other groups of people arrive in Brazil?
4. Begin a discussion. Supplement the reading with information that is not included in the text. Refer to map as needed.
   - Two main Indian groups in Brazil are the Tupi & Je. Ten percent (twice the size of California) of the country is reserved for the native people.
   - Slaves were imported because the native people resisted working for the Portuguese. The slaves came mostly from the African Countries now known as Nigeria and Benin.
   - Share with students actual photographs and video of Brazilian

people.

Please note: The above information was acquired from the Brazilian Embassy publication, "Brazil in Brief", photographs and the video footage was taped on location in Brazil.

Activity Have children create an Ethnicity Web to depict the various ethnic groups in Brazil.

Summary

1. Ask students: Why is Brazil's Population described as a mixture?

Follow-up

Classroom Activity- Students create a comparison chart to compare the various ethnic groups in Brazil to the ethnic groups in the United States.

Art Activity - Taught by art teacher - Teachers gives students background information about the women of Bahia. Children are allowed to examine paintings, carvings and photographs of Baianas (women of Bahia). Students create their own paintings of Baianas.

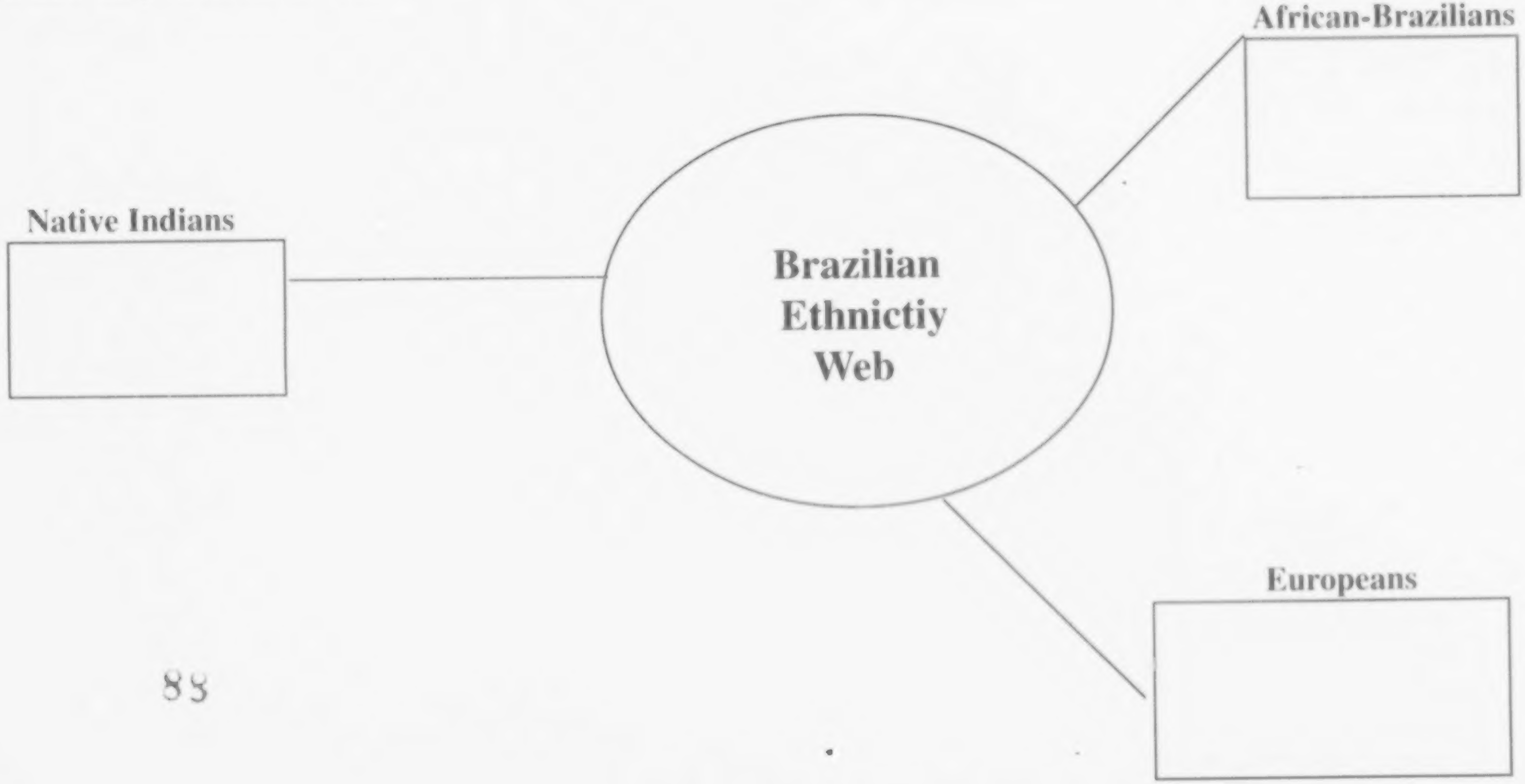
Music - Taught by music teacher - Children are introduced the the various types of music from various regions in Brazilian, ie: Forro, Samba, Baiana , Axe etc.

Dance - Lessons continue in Capoeira.

Drama - Taught by drama teacher - Teacher reads students an excerpt from "The diary of Carolina Maria DeJesus. Children begin preparing for a mini-play which will include excerpts from the diary. **This will be the short term project. Children will present the play to the school after the Brazilian unit is completed.**

Activity Sheet 2

Directions: Complete the Ethnicity Web to depict the various ethnic groups of Brazil. Include the region they reside in and how they arrived in Brazil.


African-Brazilians
Native Indians
Brazilian Ethnictiy Web
Europeans

Lesson 3

****

Country: Brazil
Title of Lesson: Living and Working in Brazil
Aim: To examine how people live and Work in the Northeast and Southern regions of Brazil .

****

Materials:

- Map of Brazil, Latin America/Canada Text Book, Photographs and Video tape of Brazilian regions, Activity Sheet

Motivation/Procedure:

1. Ask the students, "What are the different regions in the U.S. ?" Have students label the various regions on the U.S. map.
2. Discuss differences within each region ie: climate, people, etc.
3. Introduce the lesson. Read aloud selection on text book page 540. Inform students that they will learn about the way people live and work in the Northeast and Southern parts of Brazil.
4. Have students read pages 540 - 542 in textbook. Set Purpose for reading/ increase comprehension with the following questions :
    - How many regions are in Brazil?
    - Which region in Brazil was the first to be colonized? Why?
    - What type of work is available for the people in the Northeast?
    - Why is life hard for the people in the Northeast?
    - What type of work is available for people who live in the South of Brazil?
    - Which city is considered Brazil's largest ? Most beautiful?
5. Begin a discussion. Supplement the reading with information that is not included in the text. Refer to map as needed.
    - There are actually 5 regions in Brazil, ie: north, northeast, central west, south and southeast. Thirty percent of Brazilians live in the Northeast.
    - Recife and Salvador are the two largest cities in the Northeast.

- Much of what is characteristically Brazil in music, folklore, cuisine and social habits originated in the Northeast. African culture has strongly influenced Brazilian culture.
- Brazil and Rio are actually located in the southeastern part of Brazil.
- The city of Sao Paulo is much like New York City with its museums, theaters, night-life and ethnic diversity.
- Show students actual video footage of these areas highlighting historical sites.

Please note: The above information was acquired from the Brazilian Embassy publication, "Brazil in Brief", and the video footage was taped on location in Brazil.

Activity Students work in pairs to complete a Venn Diagram highlighting the similarities and differences between life in the Northeastern and Southern regions of Brazil.

Summary

1. Ask students: How is life in the South of Brazil different from life in the Northeast? How is it similar?

Follow up:

Art Activity -	Taught by art teacher - Students are Introduced to Fitas, the souvenir ribbons of Brazil. Students are allowed to examine actual Fitas. Students create their own Fitas.
Music Activity -	Taught by music teacher - Children begin learning the songs and music that will be used for their long term project "Brazilian Carnival" and short-term project "Child of the Dark".
Dance -	Capoeira lessons continue
Drama -	Taught by drama teacher - Students continue developing mini-play "Child of the Dark, The Diary of Carolina DeJesus".

Activity Sheet 3

Directions: Complete the Venn Diagram to highlight the similarities and differnces between life in the Northeast and Southeast regions of Brazil.

Life in Norteast and Southeast

Life in the Northeast

Life in the Southeast

Lesson 4

****

Country: Brazil
Title of Lesson: Living and Working in Brazil
Aim: To discover how Brasilia became the Capital of Brazil.

****

Materials:

- Map of Brazil, Latin America/Canada Text Book, Photographs and Video tape of Brazilian regions, Activity sheet

Motivation/Procedure:

1. Ask the students, "What is the Capital of the the U.S. ?" Why do we need a capital city?
2. Introduce the lesson. Inform students that they will learn about the events that led to Brasilia becoming the Capital of Brazil.
4. Have students read pages 542 in text book. Set Purpose for reading/ increase comprehension with the following questions :
    - Why did very few people live in the Center West region of Brazil?
    - What caused the recent growth in the population of the Center West region of Brazil?
    - Where was the capital of Brazil before it moved to the Center West region?
    - Why is Brasilia called "The City of Hope?
5. Begin a discussion. Supplement the reading with information that is not included in the text. Refer to map as needed.
    - Brasilia is located in the State of Goias.
    - The city of Brasilia was designed by the architect Lucio Costa. His plan for the city won a special contest and he was selected.
    - The landscape and major government buildings were designed by two other architects.
    - Show children the plans of Brasilia, and video footage of the new city.

Please note: The above information was acquired from the Brazilian

Embassy publication, "Brazil in Brief", literature provided by Espaco Lucio Costa (museum in Brasilia) and video footage taped on location in Brazil.

Activity Have students are asked to pretend they are visiting the Center West region of Brazil for the second time in 38 years. Write a post card to a friend in the United States describing the changes since Brasilia has been built.

Summary

1. Ask students: Why was the capital of Brazil moved from Rio de Janiero?

Follow up:

Art Activity - Taught by art teacher - Children begin art work for the scenery which will be used in their long term project "Brazilian Carnival" and short-term project "Child of the Dark".

Music - Students continue learning music for long and short term projects.

Dance - Capoeira lessons continue.

Drama - Mini Play rehearsals continue.

Activity Sheet 4

Directions: You are visiting the Center West region of Brazil for the first time since Brasilia was built. Write to a friend in the United States describing the changes since your last visit.

Place Stamp Here

To:

Lesson 5

****

Country: Brazil

Title of Lesson: Living and Working in Brazil

Aim: To discover the changes that have taken place in the Amazon region of Brazil.

****

Materials:

- Map of Brazil, Latin America/Canada Text Book, Photographs and Video tape of Brazilian regions, Activity sheet

Motivation/Procedure:

1. Ask the students, "How would you describe a town that is located in the Amazon region of Brazil ?". Discuss the similarities between a town in the Amazon region during the 1970's and a town in the US Frontier during the 1800's.
2. Introduce the lesson. Inform students that they will learn about the changes that have taken place in the Amazon region of Brazil since the 1800's.
4. Have students read pages 542 - 544 in text book. Set Purpose for reading/ increase comprehension with the following questions :
   - How did most Brazilians make a living in the Amazon during the 1800's?
   - What natural resources can be found in the rain forest?
   - Why did Brazilian leaders decide to develop the Amazon region during the 1950's?
   - How is the development of the Amazon today, similar to the development of the US western frontier in the 1800's?
5. Begin a discussion. Supplement the reading with information that is not included in the text. Refer to map as need.
   - The two main Amazon cities are Manaus and Belem.
   - The population in the Amazon region grew during the 1800's due to the booming rubber market, and between 1960 and 1950

due to minerals and agriculture.

- Due to the deforestation the government incentive to bring more settlers for farming to the region during the 1970's caused environmental problems
- Since then deforestation has been reduced to half and the protection of the Amazon is being monitored through satellites.
- The Amazon is the worlds largest river. It is formed by the Rio Negro and the Rio Solimoes.
- The Amazon region has approximately 1800 species of birds , 300 varieties of mammals (30 species of monkeys) and 3000 types of fish which supplies it with an unmatched amount of sounds and colors.
- Students view photographs and video of the Amazon region

Please note: The above information was acquired from the Brazilian Embassy publication, "Brazil in Brief", photographs and video footage taped on location in Brazil.

Activity Divide students into groups. Group A is for clearing the Amazon for farming and Group B wants to preserve the rain forest. Students must prepare their arguments listing five reason for their position. A Mock Debate should transpire.

Summary

Ask students to describe the changes that have taken place in the Amazon regions since 1970.

Follow up:

Art - Students will create posters for a "Save the Rain forest" campaign. Children continue art work for scenery which will be used in their long and short term projects.

Music - Students continue learning music which will be used in their long and short term projects.

Dance - Students begin learning dances for their long and short term projects.

Drama - Rehearsals for “Child of the Dark” continue.

Activity Sheet 5

Directions: Prepare your argument for your debate topic by listing 5 reasons supporting your position.

Group A - Wants to clear the Amazon Rain Forest for farming purposes.	**Group B - Wants to save and preserve the Amazon Rain Forest.**

Lesson 6

****

Country: Brazil
Title of Lesson: Wealth and Poverty in Brazil
Aim: To examine wealth and poverty in Brazil.

****

Materials:

- Map of Brazil, Latin America/Canada Text Book, Photographs and Video tape of Brazilian regions, Activity sheets

Motivation/Procedure:

1. Ask the students, "What economic groups exist in the US?" Discuss existing class system ie: lower, middle, upper classes. Highlight large middle class.
2. Introduce the lesson. Read aloud famous quote stated by Brazilian writer, Eduardo Geleano, page 546 in text book. Inform students that they will learn about the economic groups that exist in Brazil.
4. Have students read pages 546 - 547 in text book. Set Purpose for reading/ increase comprehension with the following questions :
    - What percentage of people in Brazil are very rich? Very poor?
    - What groups of people are the very poor?
    - Why is the population of the southern states growing so rapidly?
    - Where do the new comers of the south live? why?
5. Begin a discussion. Supplement the reading with information that is not included in the text.
    - The average person in Brazil makes 130 Reais per month. Approximately 110 dollars. The Brazilian dollar is worth about 85 cents.
    - Brazil's cities have big shopping malls like American cities. Clothes are expensive, but shoes are a bargain. Most of their shoes are exported to the US.
    - Movie theaters show American movies with Portuguese subtitles.

- The restaurants, movie theaters and shopping malls are always crowded. Which proves many people have money to spend while entire families are living on the streets.
- Brazil's international trade is the second largest in Latin America.Their major exports are: Raw Materials - iron ore, soy bean bran, coffee, tobacco, coffee, aluminum ore, chicken meat, beef and sugar. Manufactured goods - foot wear, frozen orange juice, parts for radios and cellular phones, tires and gasoline.
- Brazil is the worlds largest producer of coffee, sugar and frozen orange juice.
- Children will view actual photographs and video of Brazilian neighborhoods, shopping centers and movie theaters.

Please note: The above information was acquired from the Brazilian Embassy publication, "Brazil in Brief", photographs and video footage taped on location in Brazil.

Activity Have students work in pairs. One student will write a journal entry depicting a day in the life a a child growing up in a Brazilian Favela. The other student will depict life as a child growing up in a Brazilian middle class neighborhood.

Summary

Ask students, "Why do people say that there are "two worlds" in Brazil?"

Follow up:

Art - Students create posters for a "Save the Rain forest" campaign. Children continue art work for scenery which will be used in their long and short term projects.

Music - Students continue learning music which will be used in their long and short term projects.

Activity Sheet 6

Directions: Pretend you are a child growing up in a Brazilian Favela or a Brazilian middle-class neighborhood. Write a journal entry depictng a day in your life.

Dear Journal,

Date:______________

Lesson 7

****

Country: Brazil

Title of Lesson: Wealth and Poverty in Brazil

Aim: To examine economic improvement programs developed during the 1980's in Brazil.

****

Materials:

- Map of Brazil, Latin America/Canada Text Book, Photographs and Video tape of Brazilian regions, Activity sheets.

Motivation/Procedure:

1. Ask the students, "What programs do we have in the United States to help improve our economic conditions, and our poor?"
2. Introduce the lesson. Inform students that they we learn about the programs that were developed to improve the economic conditions in Brazil.
4. Have students read pages 548 - 549 in text book. Set Purpose for reading/ increase comprehension with the following questions :
   - How did the "Brazilian Miracle" help to improve conditions in Brazil?
   - How were most people kept from benefiting from the "Brazilian Miracle"?
   - What caused the "Brazilian Miracle" to collapse?
   - Why did people riot after the collapse of the "Brazilian Miracle"?
5. Begin a discussion. Have students respond to the above questions.

Activity Have students pretend they have been selected to participate in a committee that has been organized to help to solve Brazil's economic situation. Each student will list 5 suggestions that they feel will help improve the economic conditions and the unfair division of wealth in Brazil.

Summary Ask students to describe the programs that were developed to help the economic problems in Brazil.

Follow up:

Art - Children continue art work for scenery which will be used in their long and short term projects.

Music - Students continue learning music which will be used in their long and short term projects.

Dance - Students begin learning dances for their long and short term projects.

Drama - Students perform "Child of the Dark".

Activity Sheet 7

Directions: Pretend you have been selected to sit on a committee that has been organized to help solve Brazil's economic problems. List 5 suggestions that you feel will help to improve the economic conditions and the unfair division of wealth in Brazil.

Committee Worksheet

BRASIL
Capricho da Natureza

A Note to Educators:

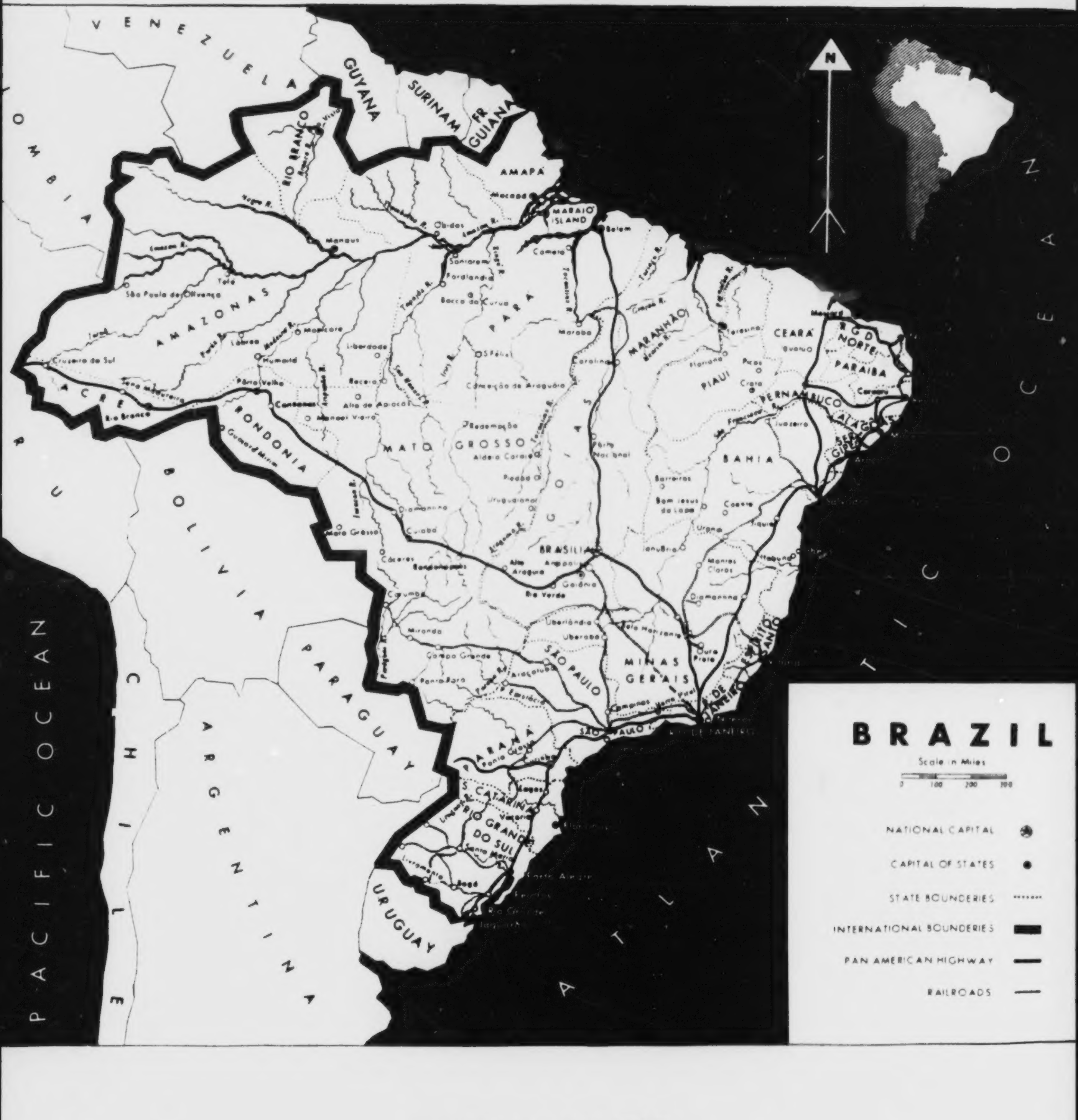
The unit that follows is an integrated study of the country of Brazil. It is designed for New York State students in grade 5 and reflects the social studies curriculum and the New York State Learning Standards for this level. The unit of study is expected to last about 4-5 weeks with students working with the material in many disciplines. The unit has two components: the required work which outlines class instruction and the enrichment section which allows children to work at the library, music or art class, or at home. Technology use is encouraged. Research is required.

The unit is distributed to all the students and is written for them. The approach helps them to clarify the goals, expectations and evaluation at all times. Their enrichment project sharing time is critical. It provides an audience, an opportunity for peer teaching and exposes other students to a broad range of information. It also motivates students for future project activities.

It is my hope that my personal and professional experiences in Brazil as a summer Fulbright scholar will provide students with experiential learning, promote international understanding, and encourage them to be responsible citizens of the world.

Christina DeLaurentis
Arlington Central School District
Fulbright Summer Seminar
Brazil 1998

BRAZIL


BRAZIL
Scale in Miles
0
100
200
300
NATIONAL CAPITAL
CAPITAL OF STATES
STATE BOUNDERIES
INTERNATIONAL BOUNDERIES
PAN AMERICAN HIGHWAY
RAILROADS
N
VENEZUELA
GUYANA
SURINAM
FR GUIANA
COLOMBIA
PERU
BOLIVIA
PARAGUAY
ARGENTINA
CHILE
URUGUAY
PACIFIC OCEAN
ATLANTIC OCEAN
AMAPA
MARAJO ISLAND
RIO BRANCO
AMAZONAS
ACRE
RONDONIA
PARA
MATO GROSSO
GOIAS
MARANHAO
PIAUI
CEARA
R G D NORTE
PARAIBA
PERNAMBUCO
ALAGOAS
SERGIPE
BAHIA
MINAS GERAIS
ESPIRITO SANTO
RIO DE JANEIRO
SAO PAULO
PARANA
S. CATARINA
RIO GRANDE DO SUL
Macapa
Belem
Manaus
Obidos
Santarem
Cameta
Maraba
Carolina
Teresina
Fortaleza
Recife
Salvador
Cuiaba
Corumba
Campo Grande
Goiania
BRASILIA
Uberlandia
Uberaba
Belo Horizonte
Ouro Preto
Campinas
Porto Alegre
Rio Grande
Pelotas
Livramento
Porto Velho
Rio Branco
Cruzeiro do Sul
Humaita
Labrea
Mato Grosso
Caceres
Diamantino
Montes Claros
Diamantina
Barreiras
Bom Jesus da Lapa
Juazeiro
Floriano
Picos
Crato

BEST COPY AVAILABLE

Name________________________________ #_____ Date________________________________

South America
A Study of Brazil

> *In no other region is the sky serene or the dawn which greets the day more beautiful . . . Brazil, where the mighty rivers surge and flow, is an earthly paradise.*
>
> Sebastiao Jose de Rocca Pitta
> (1700 historian)

Dear Girls and Boys,

As our studies move to the south, we will encounter the largest country in South America. What I discovered while studying there, and what you will learn, is that Brazil is big, bold, beautiful, beleaguered, but bountiful. Vamos!!!

Ms. DeLaurentis

Objectives

Upon completion of the unit you will be able to:

- locate the country of Brazil and its major landforms, and explain how these landforms and its climate patterns affect the people, the environment, and the economy of the country.
- compare and contrast Brazil with other nations in the Western Hemisphere in terms of geography, economy, culture, history and government.
- identify problems that exist in Brazil with its education, government, environment and economic system.
- trace the efforts the Brazilians have made to deal with their country's problems, and evaluate the effectiveness from a global perspective.

Evaluation

Assessment will be based on:

- satisfactory completion of required work
- number of enrichment projects and quality of work
- a unit test on Brazil

Name________________________________ **#**_____ **Date**________________

South America

BRAZIL

Required Work: The following will be completed during our class lessons.

○ 1. Define the words as assigned in the social studies section of your notebook.

racism
river basin
samba
favela
discrimination
estuary
sertao
literacy rate

○ 2. Readings as assigned from your textbook, ***Latin America and Canada: Adventures in Time and Place***.

○ 3. View the videotape entitled ***Brazil*** and write a reaction to the video in your journal.

○ 4. Complete map-reading worksheets as given

○ 5. With your small group, create a large cookie of South America showing the major geographic landforms. Accurately place *brown licorice* for the rivers, *green sugar* for the lowlands, *large chocolate chips* for the mountains, *small chocolate chips* for the highlands, *coconut* for the grasslands. After a picture is taken and the continent is baked, you may eat any parts you like!

○ 6. View the National Geographic filmstrip ***The Amazon River***. Write a comparison of the Amazon to the Mississippi or St. Lawrence River.

○ 7. During free time, look through the picture book ***Brazil: Poetic Portraits***. Select and memorize your favorite poem and recite it (in English) to the class as you show the picture.

○ 8. View the National Geographic video ***Rain forest***. Create with your partner a three-dimensional stuffed animal that will turn our classroom into an Amazonian wildlife preserve!

○ 9. Learn and sing the Brazilian National Anthem (in English translation) with our music teacher.

○ 10. Let's learn the samba together!

○ 11. Attend the Brazilian music assembly by the group ***IABAS ARTE BRAZIL***, a traditional Brazilian Band that will offer you an uplifting introduction to Brazilian folkloric music, language, instruments and movements. Be prepared to discuss your reactions after the performance..

○ 12. Listen to the book ***My Village in Brazil*** as I read it aloud to you

○ 13. After carefully researching a topic of your choice (see attached list for suggestions), write a focused report. Be sure to have an introductory paragraph, information paragraphs, a concluding paragraph and a bibliography of sources as you've been taught.

○ 14. Soccer is so Brazilian! Let's organize a Titusville Intermediate School Soccer Tournament! We'll challenge other 5th grade classes and discover who the champions are.

Enrichment Activities

Directions:

The following pages contain a variety of enrichment activities divided into three categories. You are required to complete the following.

a) one activity in the category of *Arts, Crafts and Music*

b) one activity in the category of *Language Arts*

c) one activity in the category of *Social Science*

After you have completed the three required enrichment activities, you may do others for additional credit.

If you have an idea for a project that is not listed, just see me for prior approval.

Please use the classroom computers, scanner, etc., or home computers when appropriate for projects.

On a given day during the week, you will be sharing your completed projects with classmates and all will be displayed.

Arts, Crafts and Music

Select any one of your choice.

☐ 1. With two or three classmates, design a mural of a scene from

- Iguacu Falls
- Amazonia
- Rio de Janeiro
- Some other place of interest in Brazil

☐ 2. Make a collage with a Brazilian theme.
Example: products of Brazil

☐ 3. Design a Portuguese and English picture dictionary. (Cut out pictures or draw them.)

☐ 4. Using fabric, make a Brazilian flag.

☐ 5. Construct a miniature Amazonian dwelling.

☐ 6. Create a song using Brazilian instruments.

☐ 7. Design a costume for Carnaval.

☐ 8. Design a piece of jewelry with (simulated) precious or semi-precious gems found in Brazil.

☐ 9. Design a new building for the modern capital Brasilia.

Language Arts

Select any one of your choice.

☐ 1. Prepare a Brazilian food to be shared with your classmates and submit the recipe for a classroom cookbook. (Be sure you bring in all the necessary items for serving the entire class.)

☐ 2. Read one of the following books and write a summary and draw an illustration.

River Boy: Adventure on the Amazon, by Ralph Herrmans

Brazil: The Enchantment of the World, by Susanna & Wilbur Cross

Biomes: Rain Forest, by Lynn M. Stone (There are 7 books in this series on various aspects of the rain forest. Select one.)

☐ 3. Plan a tour of Brazil. When and where in Brazil will you begin and what will you see and do each day?

☐ 4. Write a poem (using any pattern) reflecting some aspect of Brazil. Be sure to view the large posters displayed of Brazilian life. They might help you with images.

☐ 5. Design and write a travel advertisement for a state in Brazil. Try to be very descriptive and use a vivid picture to make it look very attractive.

☐ 6. Develop a crossword puzzle or a word search puzzle on a specific topic in Brazilian studies.

☐ 7. Write a comparison between a Brazilian child's life and your own. Include areas such as your home, school, hobbies, games, etc.

Social Science

Select any one of your choice.

☐ 1. Study Brazilian money. Research what is on the bills and coins. How is the money different from American money?

☐ 2. Research rubber trees and the industry that was so important in Brazil at one time.

☐ 3. Research a habitat (biome) of a region in Brazil. What does it look like? What is the vegetation? What lives there? What is the climate of the region? What is the soil like? Draw an illustration of the region to accompany your presentation.

☐ 4. Research an endangered plant or animal of the Amazon and discuss your findings with the class.

☐ 5. Create a WHO'S WHO in Brazil by writing a brief account of one of these prominent Brazilians.

Pedro Alvares Cabral (explorer)
Dom Pedro II (political ruler)
Juscelino Kubitschel (politician)
Jorge Amado (author)
Hector Villa -Lobos (composer)
Mary Helena Allegretti (artist)
Pele (athlete)

☐ 6. Prepare a chart of Brazilian exports

☐ 7. Make a graph comparing the current populations of the USA, Canada, Mexico, and Brazil.

Possible Research Topics

Select a topic of interest to you from this list or ask for prior approval for another topic that you would like to write about for your required research report.

- mining precious or semi-precious gems in Brazil
- growing sugar and the workings of a plantation
- farming the rainforest
- medical research in the rainforest
- the Yanomami Indian culture
- the Guarani Indian culture
- education in Brazil
- tourist industry in Brazil
- Carnaval
- the architecture of Brasilia
- soccer history in Brazil
- Brazilian coffee industry
- other?

* BRAZIL TEST

Name ______________________________ Date ____________

Fill in the circle before the correct answer.

1. Brazil is described as a unique country in Latin America because of its ____.
   ⓐ diverse population ⓒ numerous cities
   ⓑ great wealth ⓓ prosperous industry

2. The first people to live in Brazil were ____.
   ⓐ Asians ⓑ Indians ⓒ Africans ⓓ Portuguese

3. The Brazilian government has tried to protect its Indian groups by ____.
   ⓐ establishing cattle ranches in the Center West
   ⓑ passing laws that prohibit discrimination against them
   ⓒ creating reserves in the Amazon rain forest
   ⓓ providing them with jobs on the Trans-Amazon Highway

4. A form of worship that mixes African religious beliefs with Catholicism is called ____.
   ⓐ samba ⓑ favela ⓒ boa aparencia ⓓ Macumba

5. Which region of Brazil was the first to be colonized?
   ⓐ Northeast ⓑ South ⓒ Amazon ⓓ Center West

6. Brazil is the only nation in Latin America in which the official language is ____.
   ⓐ English ⓑ Portuguese ⓒ Spanish ⓓ Latin

7. The South of Brazil is a region noted for its ____.
   ⓐ trade ⓑ agriculture ⓒ industry ⓓ tourism

8. Which product is made from sugarcane?
   ⓐ rubber ⓑ gasoline ⓒ cork ⓓ ethanol

9. The leaders of Brazil moved its capital from Rio de Janeiro to Brasília because they ____.
   ⓐ needed more room for the capital to expand
   ⓑ believed the climate in Brasília was more suitable for the capital
   ⓒ hoped moving the capital inland would spur growth in those regions
   ⓓ wanted to move the capital closer to Brazil's industrial center

10. Located in Brazil, the world's largest swamp is called the ____.
    ⓐ sertão ⓑ Pantanal ⓒ Macumba ⓓ Carnaval

---

* Multiple Choice sections of assessment are from Latin America and Canada: Adventures in Time and Place, "Assessment Book," MacMillan/McGraw-Hill, 1998.

Name ______________________________ Date ____________

11. What nickname is used to describe Brasília?
ⓐ "City of Hope" ⓑ "White Place" ⓒ "New Capital" ⓓ "Home of the People"

12. Which is the largest region in Brazil?
ⓐ Northeast ⓑ South ⓒ Amazon ⓓ Center West

13. In the 1950s government officials planned to make Brazil a wealthy nation by ____.
ⓐ exporting more oil ⓒ building more factories
ⓑ refusing foreign investment ⓓ developing the Amazon

14. After clearing the land in the Amazon, settlers move frequently because ____.
ⓐ fires are destroying the forest ⓒ flooding destroys their homes
ⓑ the region has poor soil ⓓ Indians attack them

15. The sertão region of Brazil is best described as ____.
ⓐ wet and windy ⓑ hot and swampy ⓒ cool and damp ⓓ dry and dusty

16. Which is an important natural resource found in the Amazon?
ⓐ iron ⓑ natural gas ⓒ coal ⓓ petroleum

17. Poor people did not benefit from the "Brazilian miracle" because military leaders ____.
ⓐ forced workers to pay high taxes
ⓑ seized and destroyed many companies
ⓒ kept workers' wages very low
ⓓ prohibited foreigners from owning companies

18. What two factors led to the collapse of the "Brazilian miracle"?
ⓐ Brazil owed large amounts of money, and banks refused to lend more.
ⓑ Brazil lacked natural resources, and production costs became too high.
ⓒ Brazil had many civil wars, and foreign investors left.
ⓓ Brazil had no skilled workers, and jobs were left unfilled.

19. Who was elected as president of Brazil in 1989 but failed to successfully reform the country's economic and social systems?
ⓐ Fernando Cardoso ⓒ Jorge Amado
ⓑ Mary Helena Allegretti ⓓ Fernando Collor de Mello

20. Life for poor Brazilians is slowly improving mainly as a result of ____.
ⓐ foreign investment ⓒ military intervention
ⓑ community development ⓓ Amazon development

SKILLS

Name ______________________________ Date ____________

Fill in the circle before the correct answer. Use the passage to answer questions 2 through 5.

Sergio's aunt from Miranda will be visiting him next weekend, and he wants to plan a special adventure for her. During her last visit they went to Carnaval. Although his aunt loved the colorful costumes, the samba music, and the crowds of people dancing in the streets, Sergio decides they should do something different this time.

Sergio carefully thinks over his options. First, he considers a walk along the beach. But if it's cool or rainy, he realizes, the day would be ruined. Then he considers taking his aunt to watch a local soccer game. However, he isn't sure if she likes soccer. Next, Sergio considers a trip to São Paulo to see all the sights. Finally, Sergio considers a bicycle ride to his neighbor's tobacco plantation. This could be difficult, though, because he has only one bicycle and he would have to borrow another one.

Sergio finally makes a decision. He will take his aunt to São Paulo for the day. The bus trip is short, and the art museum there has a wonderful collection of modern Brazilian paintings that his aunt will really enjoy.

1. What is the first step in making a decision?
ⓐ Predict the outcome of each option.
ⓑ Define the goal to be achieved.
ⓒ Choose the best alternative.
ⓓ Identify alternatives for achieving the goal.

2. Sergio's goal is to ____.
ⓐ dance at Carnaval
ⓑ play in a local soccer game
ⓒ help harvest tobacco
ⓓ plan an adventure for his aunt

3. What outcome is important to Sergio?
ⓐ making sure that his aunt has a good time
ⓑ borrowing a bicycle from a neighbor
ⓒ seeing a local team win the soccer game
ⓓ getting a ticket to the art museum

4. What option does Sergio choose?
ⓐ walking along the beach
ⓑ biking to the tobacco plantation
ⓒ watching the local soccer game
ⓓ going to São Paulo for the day

5. Which factor does Sergio consider when making his decision?
ⓐ the time of the soccer game
ⓑ the length of the bus trip
ⓒ the cost of bus tickets to São Paulo
ⓓ the weather on the day of the walk

Name ______________________________ Date ____________

Fill in the circle before the correct answer.

6. Miguel has to write a two-page report on the Amazon rain forest. Which topic would be most appropriate?
   ⓐ farming in the Amazon rain forest
   ⓑ rain forests of the world
   ⓒ the development of mining in Brazil
   ⓓ the largest river in the world

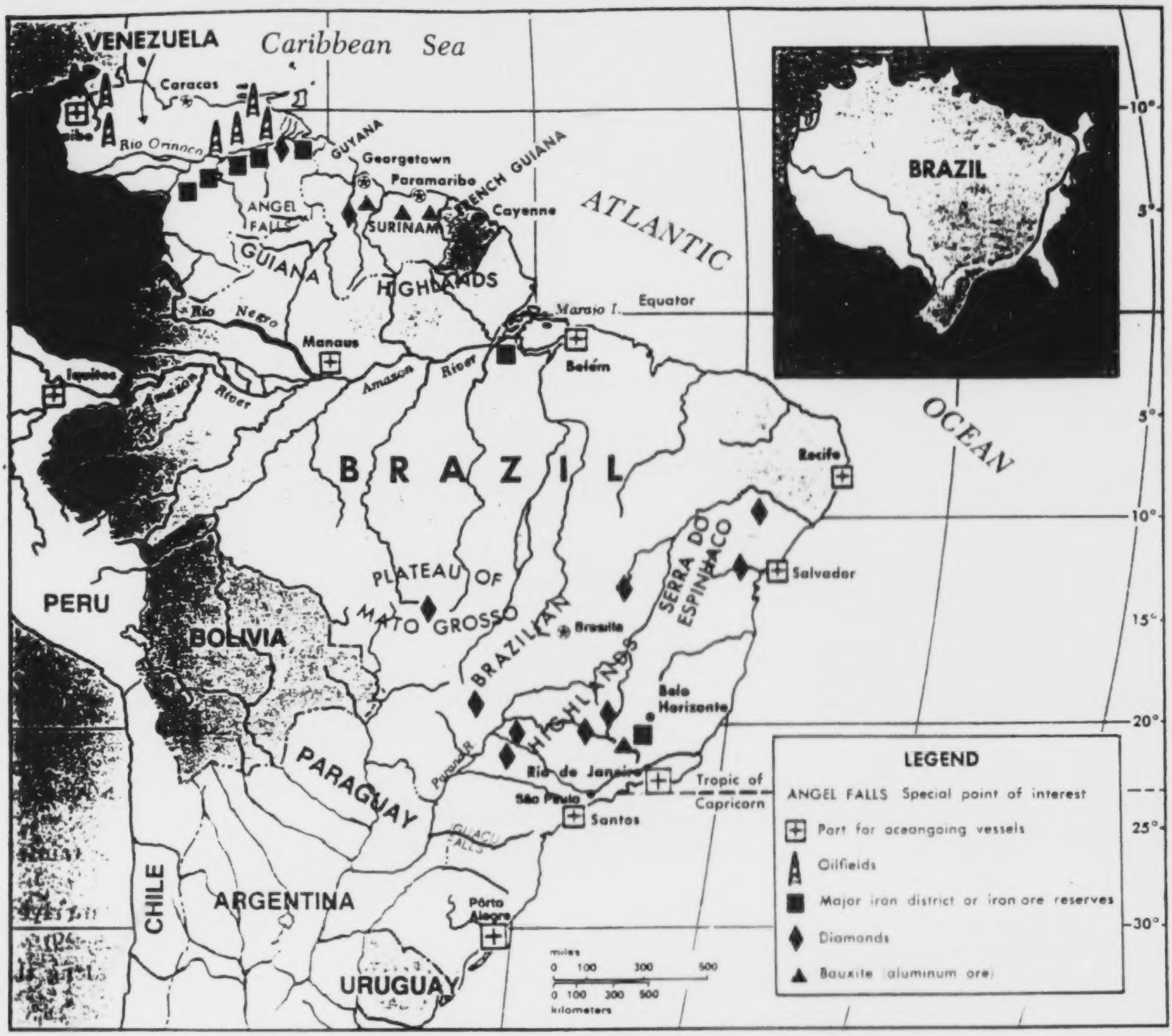
7. Antonia plans to write a one-page report describing public schools in Brazil. Which question would be most helpful in guiding her research?
   ⓐ How many Brazilians emigrated to the United States in 1996?
   ⓑ Does Brazil have a democratic tradition?
   ⓒ What is the literacy rate in South America?
   ⓓ What percentage of Brazilian students attend public schools?

8. Theo is writing a paper about soccer in Brazil. He finds four statements in a magazine article. Which statement is an opinion?
   ⓐ Soccer is a very popular sport in Brazil.
   ⓑ The Maracana Stadium in Rio de Janeiro seats 200,000 soccer fans.
   ⓒ Brazil has more professional soccer teams than any other country.
   ⓓ Pelé was the best soccer player in the history of the game.

9. Marina is writing a report on mining in Brazil. Which reference source should she use to find out how much iron Brazil exported last year?
   ⓐ an almanac ⓑ a dictionary ⓒ an atlas ⓓ an encyclopedia

10. While doing research for a report on Brazil, Stanley discovered the following facts: Brazil's major crops are coffee, sugarcane, and bananas; Brazil raises one fourth of the world's cattle; and most Brazilian farmers do not own their own land. Under which topic should Stanley group this information?
   ⓐ Tourism ⓑ Agriculture ⓒ Geography ⓓ Manufacturing

*A Giant and It's Neighbors


VENEZUELA
Caribbean Sea
Caracas
Rio Orinoco
GUYANA
Georgetown
Paramaribo
FRENCH GUIANA
Cayenne
SURINAM
ANGEL FALLS
GUIANA HIGHLANDS
ATLANTIC OCEAN
Equator
Marajo I.
Rio Negro
Manaus
Belém
Iquitos
Amazon River
BRAZIL
Recife
Salvador
PLATEAU OF MATO GROSSO
BRAZILIAN HIGHLANDS
SERRA DO ESPINHACO
Brasília
Belo Horizonte
PERU
BOLIVIA
PARAGUAY
Paraná R.
Rio de Janeiro
São Paulo
Santos
Tropic of Capricorn
IGUACU FALLS
CHILE
ARGENTINA
Pôrto Alegre
URUGUAY
miles
0 100 300 500
0 100 300 500
kilometers
10°
5°
5°
10°
15°
20°
25°
30°
LEGEND
ANGEL FALLS Special point of interest
⊞ Port for oceangoing vessels
Oilfields
Major iron district or iron ore reserves
Diamonds
Bauxite (aluminum ore)

Map Study. Complete each sentence with the letters of the *two best* answers. Use page 26 if needed.

1. Brazil borders all South American countries except ____________ and ____________.
   (a) Chile (b) Surinam (c) Ecuador
2. The largest river systems in this part of South America are the __________ and __________.
   (a) Uruguay (b) Amazon (c) Orinoco
3. Some Amazon tributaries have sources in the ______________ and ______________.
   (a) Mato Grosso (b) Serra do Espinhaco (c) Guiana Highlands
4. Guiana Highlands countries _____ and _____.
   (a) border the Atlantic (b) border the Amazon (c) are north of the equator.

Latitude. Give the north or south latitude of the following places to the *nearest 5 degrees.*

1. Brasília __________ 2. Maracaibo __________
3. Porto Alegre __________ 4. Belém __________
5. Georgetown __________ 6. Belo Horizonte __________

Points of Interest. Name each of the following places:

1. Brazil's largest river system: ______________
2. southernmost city shown: ______________
3. highest waterfall in Venezuela and the world: ______________
4. Brazil's newly built capital: ______________
5. largest oil producer shown: ______________
6. a port 800 miles from an ocean: ______________
7. easternmost city shown: ______________

---

* Map and subsequent related questions for assessment are from Weekly Reader Skills for Today, "A Giant and Its Neighbors," Field Publications, 1986.

BEST COPY AVAILABLE

ESSAY

Name____**Date**____________________

In a well-written essay (introduction, information, conclusion), compare and contrast Brazil to a North American country (USA, Canada, or Mexico) in the area of geography and its impact on the people and what they do for a living. Be sure to include at least two geographic regions in each country.

OR

In a well-written essay, fully explain two of the problems Brazil faces in the new millenium and how the Brazilians have tried to improve the problems. Include you ideas for solutions to the two problems you have identified.

Works Cited

.Brazil: A Century of Song (4 compact disks). Blue Jackel Entertainment, 1998.

Arlington Social Studies Syllabus. Poughkeepsie: Arlington Central School District, 1989.

Assessment Book/Latin American and Canada. New York: MacMillan/McGraw-Hill, 1998.

Banks, James, and others. *Latin America and Canada: Adventures in Time & Place.* New York: MacMillan/McGraw-Hill, 1998.

Bloom, Pamela. *Brazil Up Close.* Edison: Hunter Publishing, 1998.

Brazil Tour. Videotape. Teacher's Video Company, 1998. 55 min.

Cross, Wilbur, and Susanna Cross. *Enchantment of the World: Brazil.* Chicago: Children's Press, 1996.

Cunningham, Antonia. *Rain Forest Wildlife.* New York: Scholastic Inc., 1993.

Gadelha, Raimundo, and others. *Brasil Retratos Poeticos.* San Paulo: Camara Brazileira do Livro, 1998.

Gidel, Sonia, and Tim Gidel. *My Village in Brazil.* New York: Pantheon, 1968.

Herrman, Ralph. *Adventure on the Amazon.* New York: Harcourt, Brace, World Inc., 1965.

Introduction to the Latin American Nations. Washington, D.C.: Organization of American States, 1970.

Map Skills for Today. Middletown: Weekly Reader, Field Publications, 1982.

Music of Latin America. Videotape. Horizon Entertainment, 1998. 20.

Rain Forest. Videotape. National Geographic Society, 1983. 60.

Social Studies Program Grade 5. Albany: The State Education Department, 1987.

Stone, Lynn M. *Biomes: Rain Forest Series*. Vero Beach: The Rourke Corporation, Inc., 1996.

Unit Project for Multiculturalism and Diversity in Brazilian[1] Society

By John A. Ehresman
1998 Summer Fulbright Seminar Participant
Written in the Fall of 1998

---

[1] Throughout this paper, *Brazil* will be spelled with an "s" instead of a "z" because that is the correct spelling as used in Brazil. I hope to maintain the integrity of the wishes of the people of Brazil. Please excuse any confusion this will cause.

This is written to show a unit's planning on study in Brazil. Where you see the filled in portion you will find teacher's instructions. What is not highlighted is for the students.

Teacher's opening statements

Objective: To offer perspective about Latin America through an understanding of Brazil. Furthermore, to compare the development of Brazil since European colonization with development of the United States since the Eighteenth Century.

Goals- Students will:

- Identify geographic regions in Brazil.
- Will compare and contrast race relations in Brazil and USA.
- Trace the economic development of Brazil and USA.

Expectations- Students will:

- Produce a paper addressing the information they deem important from the unit.
- Offer explanations about selected photos of Brazil.
- Conduct a discussion about reasons and possible solutions to social inequalities.
- Construct a timeline covering the economic milestones Brazil and the United States attained.

Table of Contents

1. Brazilians Today ....(page 3)
2. A Brief History ....(page 3)
3. Population ....(page 4)
4. Timeline of Economic History ....(page 4)
5. Facts By Region ....(page 6)
6. Places and Sights ....(page 7)
7. Politics in Brazil ....(page 8)
8. Education in Brazil ....(page 9)
9. Race in Brazil ....(page 9)
10. Photo Contents ....(page 10)
11. Assessment tools ....(page 11)
12. Conclusion ....(page 11)
13. Bibliography ....(page 13)

1) Brazilians Today

A reading for students

Brazil is located on the eastern side of South America, composing the largest Latin American country by both physical size and population. 80% of the people today earn less than $2000 a year. Most reside in metropolitan areas, and they struggle to carve out a place for themselves. Too many find themselves in slums, or *favelas*, hillside dwellings on public land in abodes made of cardboard, plywood, garbage, and even cement blocks if they are lucky.

Currently, the Gross Domestic Product totals $750 billion US (broken into Agriculture, 12%; Industry, 28%; Services, 60%). The approximate inflation rate has been reduced to 3.5% with a estimated 20 million destitute and climbing with each percentage point of inflation.

2) A Brief History

Named for a popular and indigenous tree, Brazil was made one nation by European invaders soon after they arrived about 1500. From then until 1822, Brazil was under the control of the Portuguese. Occupying the region proved to be a massive task; such a large a concentrated area of resources and people needed to be divided into 15 horizontal zones that the king of Portugal gave away to his friends.

At this time, Salvador held the capital of the nation of Brazil- this land unjustly deeded to Portugal by the Pope of the Catholic religion, who lives in Rome, Italy. (Later, in the 1700's, the capital resituated from Salvador to Rio, and again it repositioned itself in the interior of the nation to Brasília in 1964 under President Kubitschek.)

Europeans' interests in Brazil changed many times. They first came for *pau-Brazil*, the Brazil-wood, which made an exquisite red dye for European textile industries. The rage changed in 1600 from dye to sugarcane, which grows only in very specific climates- Brazil was perfect. Later, the economic foundation would change, this time to coffee. There was again a change of interests. Rubber trees supplied car companies with tires, and rubber barons exploited Brazil's supply next. Lastly, in the 1800's, interests changed to the gold rush. All of these agrarian interests were human-intensive. Much of it, like the sugarcane work, dependended on slavery.

In the year 1822, a period of national history began known as the National Period. It lasted until 1889, not coincidentally the year of slavery's abolition. During this time, this Europeans ruled Brazil.

The Portuguese king had fled to Brazil because of a war between Portugal and France. He would return from exile to Europe in 1888. When the king departed he left his son to rule. His son, Dom Pedro II, was astute enough to know that the monarchy was about to lose its power. He decreed an end to slavery as one of his last acts before declaring independence from his father's clutches. The son was the first independent ruler of Free Brazil.

3) Population

A. Africans who were brought for slavery in the 17th Century account for 20% of the nation's total population.
B. The total population today is some 165,000,000
C. Most of the population resides in the cities, leaving huge rural areas relatively unpopulated.
D. An estimated 55% of all Brazilians are of European descent, while 44% are considered African descendants.
E. The ethnic diversity is divided into the following groups:
- Indians (Indigenous Peoples)
- Africans
- Portuguese
- French
- Dutch
- Germans
- Asians

4) An Historical Timeline on the Economy[2]

This timeline, shown here in its entirety, would have the right hand side vacant, or the "Highlights" empty. Students would be encouraged to take notes from a PowerPoint presentation given during class.

Year	Landmarks	Highlights
1822	Independence Parliamentary Monarchy	Strong central government (maintained national unity) Rural aristocracy- Slave society-Northeast is center of slave trade. After 1850, European immigration to coffee regions and to the South. Coffee becomes predominant. About 80% illiteracy rate. 1865-1870, there is a war against Paraguay that weakens the government and the military therefore increases its influence
1888	Freedom of slaves	Former slaves have nowhere to go.
1889	Republic	Decentralization of power (strong ties remain). 1st Republican Constitution is inspired by the American one. Rural aristocracy remains- the only change was the form of government. Agriculture-based economy. Population is 80% rural. Coffee produces economic surplus. 35000 km

---

[2] Taken from lecture notes given by Dr. Aercio Cunha, Departmento de Economia, Univerdidade de Brasilia, Brazil; July 1998.

BEST COPY AVAILABLE

		of railways built by the British.
1930-1945	Vargas Era	The new constitution is based on Polish Constitution. Centralization of power ensues. Infrastructure improved in São Paulo. Cotton plus coffee begin Industrialization. WWII helps. Power base of rural aristocracy is broken. New industrial elite rises along with labor unions and the labor movement. Creation of nearly all institutions of Modern Brazil (including labor laws and modernization of the state).
1946	New Constitution	Again, Decentralization of power.
1950-1954	Vargas again	Heavy industry starts. Labor movement grows stronger
1957-1962	Kubitschek	"Plano de Metas" Infrastructure augmentation, import substitution, industrialization increases. Brasília is constructed. High economic growth rates. SUDENE-Agricultural finances industry grows.
1962	Quadros	Anti-inflationary policy
1963-1964	Parlamentarism/ Goulart	Inflation reaches over 100%. Leftist ideology develops. Labor unions and social movements get a boost from the government. Order breaks down.
1964-1986	Military Regime	Political centralization. Clamp down on the left. 1964-67: recession, inflation at 30%- some industrial change (like the creation of the Central Bank). 1967-74 "Brasílian Miracle" is result of low, 15% inflationary rate, huge investments are planned, (Itaipu, nuclear agreement with Germany, opening of the Amazon frontier). 1974- Oil crisis causes creep up of inflation and economic slow-down. Government controls economy. Import substitution once again. Debt crisis results in 6% of GDP transferred abroad every year. 1980's are the lost decade, incur huge foreign trade surpluses, and concentration of income becomes even greater.
1986	The New Republic	Inflation spirals to more than 2000%. Economy stands still. Concentration of income increases with inflation. Mercosur is created as protection against military. Social welfare programs start to take shape.
1988	New Constitution	Political decentralization. Human rights, Civil liberties become issues. Heavy lobbying and privileges. The judiciary goes overboard. Revenue sharing with states. The state has duties, the people have rights (but few obligations). Financial crisis of the state. Legal basis for monetary control. Constitution is backward looking; no springboard for future (i.e. discrimination against foreign capital, maintenance of state monopolies).
1990-	Collor/Franco	Opening of the economy- MERCOSUR takes root-

1994		Unemployment benefits instituted.
1994-1998	Cardoso	Structural adjustment; leveling of the playing field, public enterprises go on sale. Difficulties to reform the Constitution. Huge success in the fight against inflation (but constitutional reforms are needed if price stability is to be maintained). Modernization of industry and of agriculture, control of a crisis in the banking sector. The challenge is to modernize the State. Attempts to overhaul Vargas era institutions- growth depends on performance of exports. Economy is highly vulnerable to external shocks. Redistribution of income: 11 million rise above the poverty line. Middle class unhappy. Slow growth, unemployment rises, the rise of the left wing. Social movements become a factor in society. Emphasis on education and every child to be in school.

This section is a student's research area done using world almanacs and encyclopedias. Students will read this as an example of what is expected. Students will research and "teach" the class the following.

5) Facts by Region

Amazonas

It is a trading paradise- there is no tax on transactions that occur in Manaus, causing it to be called the Manaus Free Zone. People from all throughout the state of Amazonas flock to buy goods there. 50% of all the people who live in the state of Amazonas reside in Manaus. 98% of all the state's income is made there. Contrary to presumption, there is no problem with de-forestation in Amazonas. The soil is relatively poor for crops, so the true harvest comes from whatever prospers between the "tree-tops to the roots." In an extended effort to protect the Amazonas-specific environment, regulators uphold stiff limitations on sawmills in the region, limiting them to only seven, the fewest of any state in Brazil.

Bahia

This seaside state was founded in 1549. Portuguese aimed to develop Salvador de Bahia, the capital, agriculturally by surrounding the seat of the government with plantations. "Big Houses" is an important term, because it refers to the systems that the Europeans employees to control the Africans and the Indians. The Big House was the owner's throne, the location where the rule was made and kept. The little houses were, of course, the hovels that the slave (and later the barely paid workers) lived in nearby.

This is a state where the cultural soul of Brazil resides. It is home to music, poetry, and art. Many of these pictures refer to this romantic state which offers both art and sweat as results of honest labor (the university product and the sugarcane product).

States to choose from are:

Sao Paulo
Rio de Janeiro
Pernambuco
Mato
Grosso
Minas Gerai
Manranhao
Para
Parai
Ceara
Paivi
Bahia
Planalto
Santa Catarina
Rio Grande do Sul
Mato Grosso do Sul
Roraima
Rondonia
Goias

6) Places and Sights

This is a brief photo, round table talk regarding the experiences of the teacher during the trip. Students are not required to take notes, but simply to ask questions and soak up interesting information.

Foz do Iguacu

Perhaps the most majestic place on the earth, certainly that in Brazil, Foz do Iguacu, or Iguacu Falls, resides between three nations: Brazil, Paraguay, and Argentina. Its name signifies "big water's end," and it is certainly big. The falls themselves are more than twice the volume of Niagara and three times its width. They are the setting for the movie The Mission.

Sao Paulo

This city is one of the worlds' largest. It contains more buildings than I have ever seen in one view. As I dinned from the 23rd floor of our flat, I could not see the end of the edifices in a 360-degree radius. Sao Paulo lacks any *beautiful* characteristic indigenous to the other Brazilian cities, but offers anything to everyone.

Rio de Janeiro

The "River of January,"as it's known in English, was thought to have been the mouth of a large river, except that it is neither a river's entrance nor exodus. Today, that "River" is home to the more beauty in one city than the whole world over.

Curitiba

This representative from Pernambuco is the proud winner of the Model City for Brazil as it traverses into the second millenium. It boasts an advanced public transportation system, a pedestrian-friendly atmosphere, as well as outstanding school systems and exemplary city industry.

BEST COPY AVAILABLE

Salvador de Bahia

Beautifully nestled along the coastline south of Recife and north of Rio, Salvador is the "soul" of Brazil. From Salvador comes the religious tradition, the musical trend, and literature. More than 83% of the people of Salvador have African ancestry. There is an ambiguity in all things Bahian. People practice both Christianity and Candomble voodoo like religion). The city prides itself on its progressive university, and also on its historic region of town, Pelorhino.

Recife

This ocean-side city proved to be a small, but diverse city. Its long beaches offer space to enjoy the coast, its planning provide an excellent site for Carnival. In the old district, there are many coffee shops, restaurants, and cobbled streets. It is known as the Venice of Brazil because of the number of canals and overpasses.

Rio Negro

For the first time, I saw a live and wild crocodile. This Rio Negro, a tributary into the Amazon River, provides an environment for them, as well as piranha, and countless jungle creatures. We stayed in cabin-like constructs. This was an area high in humidity and crammed with bugs. It was definitely the most virgin place on earth that I have ever been. There were human inhabitants, however, so it was not "undiscovered" territory, just protected and relatively untouched.

7) Politics in Brazil

Brazil is officially a developing country. However, it is seen as a global trading player. Because of its vast size, resources, and population, Brazil is seen as the anchor to South American economies and political ideologies. It is an important member of MERCOSUR, an economic pact among South American countries looking to strengthen its own global buying power.

Conversely, Brazil has instituted its own independence from the rest of the Americas. It is currently opening competition building refrigerators, cars, food, etc., and hopes to build the same sort of confidence in the fields of banking, energy, steel, and knowledge (both technological and humanitarian). There are three main camps of thought regarding the future for Brazil. They are:

- The optimists who defend governmental positions on the re-valuation of the Real (the monetary unit).
- The pessimists who point out the social ills and unemployment as well as the national debt.
- The Skeptic who sides with economic stability and wants social changes in the form of social security and economical diversification.

8) Education in Brazil

This topic, being that is it largely subjective, will be presented in a lecture format. It is a free-flowing discussion on the following topics.

1. Urban school systems with thousands of students
2. Rural school systems with too few attending school because of poverty.
3. Favela problems contributing to student inactivity.
4. Poor nation-wide teacher pay, as well as discrepancies between states and regions.
5. Unique programs initiated to attack the problem like:
    - Projecto Axe
    - Adult literacy in sugarcane regions.
    - TVEscola
    - Teacher Education Programs (like in University of Sao Paulo).
    - Public university preference given to wealthier students and private universities dedicated to students with lower scores.
    - Lab schools designed to educate teachers while they teach (USP).
6. Descriptions of schools visited while in Brazil (Curitiba,3; Brasília, Recife, Salvador de Bahia)
7. Benidicta de Silva's talk about her own education, and her current efforts to improve it community wide.

9) Race Relations in Brazil

Students will be asked to prepare in reading homework and classwork some selected parts or entire articles. This preparation will result in a class discussion and comparison/contrast to their own experience as African-American students.

Selected readings from:

Book by Benedicta de Silva A Story of Love and Politics
Article: *Structural sources of Socioeconomic Segregation in Brazilian Metropolitan Areas* by Edward E. Telles.
Article: *The Black Question in Brazil* by Fernando Conceicao
Article: *The Quilombo of Palmares: A new overview of a Maroon State in Seventeenth-Century Brazil* by Robert Nelson Anderson.
Article: *King Zumbi and the Male Movement in Brazil* by T.B. Irving.

BEST COPY AVAILABLE

The following section represents the slide show and lecture. Students should take brief notes on each photograph and feel free to ask questions. These are **the** significant pictures, but sprinkled in are various people shots to keep it interesting for them.

10) Photograph Inventory

1. Casa Thomas Jefferson and
2. Marco Antonio de Rocha at his home
3. Foz de Iguazu
4. Curitiba's Opera House
5. University of Sao Paulo
6. Rio Negro (view from riverboat)
7. National Theater in Manaus
8. Manaus and the World Cup Games
9. Brasília
10. Brasília and the Senate
11. Brasília and the Supreme Court
12. Brasília and statuary (poster)
13. Recife: beach, post game "carnival"
14. Olinda's winding streets
15. Sugarcane fields near Las Palmares
16. Rio from Corcovado
17. Rio from Pao de Acucar
18. Rio from Copa Cabana
19. Rio from Ipanima
20. Rio from National Forest
21. Curitiba and its mass transit
22. Sao Paulo (postcards' vistas)
23. Our group in Brasília

BEST COPY AVAILABLE

11) Assessment tools

For this unit, the teacher will assess the student's understanding by 4 methods.

a) Journaling their classwork and thoughts regarding the study.
b) Students will be subject to a rubric for presentations recognizing the audio component of their own learning.
c) Students will be expected to pass a final assessment (an exam) with the grade of C or better. This is a student-made test. They will spend two class periods making potential questions (which the teacher has the right to veto or change). They will then be preparing for such a test while creating it. Also, this gives the instructor the opportunity to see what the students understood from the unit. The test will include at least (but not limited to) the following:
    - Map study and geographic identification.
    - An outline comparing and contrasting the development from agricultural to industrial society in Brazil with the United States.
    - There will be a matching portion between various photos and lecture notes taken during the slide display.
    - There will be multiple choice and short answer section about some facts of Brazil.

d) Students will write a brief paper (roughly two, word processed pages) outlining their own take from the unit with an outline. They will spend two class periods writing, getting instructions, and troubleshooting.

12) Conclusion

A conclusion to this paper will be in the form of a student rap session where students voice their favorite parts of the unit. In addition, the students will hear something like the following wrap-up.

Deep changes in the history of Brazil have marked its entire history. It is a nation that has been likened to a growing teenager- so much potential yet some growing problems. Due to the large number of people, change is slow. Through this unit, you, the student, have hopefully learned that Brazil is a nation of struggle. It has endured the invasion of Europeans in the 15th Century, the forced migration of Africans in the 16th and 17th Century, the influx of North Americans in the 18th and 19th Century, and the metpmorphasizing role as leader in South America during the 20th Century. It has introspected and discovered deep racial problems, rampant economic woes, incomplete and insensitive national history, and modern day foundation on stolen labor. Yet, Brazil remains a pure country, purely Brazilian.

It is independent. It has its own destiny. It follows no one. It sets its own trail. Brazilians acknowledge the need for awakening, the need for national, moral

BEST COPY AVAILABLE

development, and the acceptance of the costs involved. There are some very responsible people trying to affect change in a place that cries out for it.

The "growing teenager" seeks prosperity. It seeks self-determination. It has already made its own decisions as an indepent state, but now would like to make responsible decisions that positively affect its neighbors and international community members. It seems that since this cannot be done in a day, Brazil must depend on tomorrow's leaders, and therefore, must prepare them **today.**

The critical emement is education. Without it, it becomes another vast empire, waiting to be exploited by another, more educated power. The initial cost of educating one's own constitutants appears very high (and it is) but the resulting population can recoup these modest investiments easily. With the resources at hand, low inflation, popular government in place, and international respect, Brazil can command attention for decades to come. It only has to harness its greatest potential resource- its people.

The people must be educated. Just like the poor of the other nations, or any international power, Brazil's forgotten should be immediately served to preserve its ability to mine its other resources for the good of humankind. Perhaps the inventor of the cure for cancer will be a child born tomorrow in Brazil. Will Brazil risk under-providing for him or her simply because the Real cost is high? Brazil is taking steps to ensure that its beauty of landscape, its richness of history, its vastness of environment, and its wealth of people are prepared to care for the future. Brazil is preparing to tackle the problem of social inequality. Brazil is awakening.

I hope you have learned that I, John Ehresman, author of this Unit Project for Multiculturalism and Diversity in Brazilian Society, have a love for Brazil that only a few are allowed to see, other than a citizen of the beautiful Brazil. For that, I consider myself extreemly lucky. I hope that this minute look at Brazil will excite you to learn to love it as I have.

13) Bibliography

Professor Marco Antonio da Rocha, J.D., led this Fulbright Summer Seminar, and all thanks go to him and the rest of the Fulbright Staff, including Ms Glayna Braga, Ms. Hozani de Siquiera, Ms. Rejania Araujo, Mr. Anderson Viera Lima, as well as the families of the aforementioned staffmembers. Their words were frequently quoted unofficially, and our outlook was a direct result of their guidance.

Conceicao, Fernando. 1995. "The Black Question in Brazil." *Found Object* pg. 137-143.

Telles, Edward. 1995 "Structural Sources of Socioeconomic Segregation in Brazilian Metropolitan Areas." *AJS* Vol.100, no. 5; pg. 1199-1223.

da Rocha, Prof. Antonio Jorge Ramalho. 1998. Notes from seminar given to US Fulbright Scholars about politics in Brazil.

Cunha, Dr. Aercio. 1998. Notes from Seminar given to US Fulbright Scholars about economics.

McLane, Daisann. 1997. "Rhythm of the City of All Saints." *Leisure and Travel* December. Pg. 124-167.

Anderson, Robert Nelson. "The Quilombo of Palmares: A New Overview of a Maroon State in Seventeenth-Century Brazil." *Journal of Latin American Studies* 1996, vol. 28. Pg. 545-566.

Irving, T.B. "King Zumbi and the Male Movement in Brazil: Research Notes. *American Journal of Islamic Social Studies* 1992, vol. 9, 397-409.

Education, Diversity and Citizenship in Brazil

June 27-July 25, 1998

* * *

Fulbright-Hays Seminars Abroad Program
Coordinated by
The United States Department of Education
In Cooperation with
The Fulbright Commission of Brazil
Marco Antonio da Rocha, Executive Director

Final Project
Submitted by Mary S. Ellinger
October 24, 1998

Introduction

A number of teachers in my home state of Iowa have long used the Iowa Department of Education's *A Guide for Integrating Global Education Across the Curriculum* as a resource as they have developed units with a global emphasis. The guide was developed by a task force of educators from across the state in the spring of 1989 and laid the groundwork for the *Catalog of Global Education Classroom Activities, Lesson Plans, and Resources* that was published later that same year.

The philosophy of global education presented in the Iowa guide is:

> *Global education is an approach to learning which promotes greater understanding of the world as an interconnected aggregate of human and natural systems. These systems operate within a single planetary life-support system on which the destiny of all humankind depends. The purpose of global education is to promote long-term human survival by developing greater respect for and cooperation with our fellow human beings and greater concern for the environment on which all people depend for their very existence. (p. 3)*

It goes on to say, "The mission of global education is to produce citizens who are both knowledgeable about the world and who possess skills, values, and a commitment appropriate for the support of quality, long-term survival of all human beings." (p. 7)

The project that follows contains a series of ten introductory lessons and ten learning centers that are designed to integrate the philosophy and mission set forth in the Iowa guide. The activities have been developed for elementary school children in grades 2-4 but could be adapted for use with older or younger students. Their purpose is to help students learn more about Brazilian culture, geography concepts, and the Amazon rainforest through a variety of interactive experiences.

The activities use a multi-sensory base for engaging the younger student in learning and are designed to allow for a variety of work styles: individual investigations, work with partners, work in cooperative learning groups, and whole-group instruction. (Unfortunately, the many visuals that will be used with the lessons cannot be transmitted on the ERIC System, so the reader will have to create a picture from the words.)

The lessons and learning centers can be coordinated in many different ways. Some instructors may want to do one lesson a day and have students work in the centers each day. Others may want to present a lesson one day, then do centers on the following day. The unit will take a minimum of two weeks to complete, but may take up to four or five weeks.

In addition to the project being submitted, I am attaching a copy of the letters to my students that appeared on the Internet while I traveled in Brazil. The Cedar Falls Public Library in Cedar Falls, Iowa, posted the electronic mail and captioned it "Mrs. E's Mail from Brazil." It was accessed by students through the library's web site at **http://www.iren.net/cfpl/youth/mrse.html** The library's youth director is planning to keep the site active during the 1998-99 school year so that students who are doing research on Brazil can access the information.

This project and the e-mail letters will hopefully help other teachers and students explore this vast and diverse country!

Lesson 1: *We Are All Pieces of the Puzzle*

Objective: To establish the importance of interdependence among people.

Grouping: Cooperative learning groups (3-5 in each)

Materials: One puzzle for each group
(8" x 10" copy of world map cut into puzzle pieces and put in envelope.
Take out one of the pieces from each envelope.)
Transparency of world map
Overhead projector

Procedure:

1. Give each cooperative group an envelope and direct them to put the puzzle together as quickly as possible. Circulate and observe the cooperative skills each group uses to work on puzzle. When groups discover that a piece is missing, stop activity to discuss. Discussion and questioning should lead to the idea that the puzzle is incomplete and that one piece does make a difference. The analogy can be made to our group--one person does make a difference. Project discussion into global thinking--one country or culture does make a difference.

2. Show students transparency of world map with South America removed. Ask if they know which "piece" (continent) is missing. When they answer correctly, put South America back and ask which country is the largest on the continent. When they mention Brazil, ask what they know about the country. Make a list of their comments for future reference.

3. Conclude session by encouraging students to start looking and listening for information in the media about Brazil. Allow time each day to share information and set up a center for newspaper and magazine articles.

Lesson 2: *Where in the World Is Brazil?*

Objective: To locate South America and Brazil on a world map and label the equator, Atlantic and Pacific Oceans, and Brasilia (the capital).

Grouping: Whole-group instruction; individual work on maps.

Materials: 8" x 10" world map (one per student)

Pencils

Transparency of world map

Overhead projector

Procedure:

1. Project the transparency and have a volunteer in the group locate South America, then Brazil. Ask volunteers to next locate North America and the Atlantic Ocean. Using direction clues, see if the students can figure out where Brasilia is located.

2. Pass out individual maps and have students begin to label the items listed above.

3. When students have finished, review using overhead.

4. Put completed maps in folder that will house Brazil materials.

Extension:

Students who want to label neighboring countries and other cities in Brazil may continue work on their on. Have maps available in a center for ongoing investigations.

Lesson 3: *A Bird's Eye View of Brazil*

Objective: To familiarize students with Brazil's diverse geography.

Grouping: Cooperative learning groups

Materials: Assortment of pictures of Brazil's geographic areas
(include Amazon Region, highlands, plateaus, coastal areas)
Magazines (e.g. *Ranger Rick, National Geographic*)
12" x 18" (or larger) piece of construction paper (one piece per group)
Glue and scissors, enough for cooperative group
Collage sample

Procedure:

1. Give each cooperative group a picture representing a geographic area in Brazil.

2. After group has time to study the picture, have a reporter from the group describe the area to the whole group.

3. Put pictures in prominent spot for comparison.

4. After all groups have shared, discuss unique features of each area.

5. Show group a collage and discuss design features.

6. Direct cooperative groups to get supplies for constructing group collage depicting Brazil's varied geography. (Allow approximately 45 minutes for session, or divide into two sessions and finish the next day.)

7. Share final product with large group and display.

Extension:

Students who want to explore this topic in more depth may want to construct a map showing Brazil's land areas using symbols.

Lesson 4: *Count Your Way Through Brazil*

Objective: To introduce students to Brazil's rich history and culture.

Grouping: Partners or small groups (2-3 students in each group)

Materials: *Count Your Way Through Brazil*. One copy per group.
Jim Haskins and Kathleen Benson. (Carolhoda Books, Inc. 1996.
ISBN: 0-87614-971-9)
Art supplies: Poster paper; magic markers; crayons; magazines; glue; "found" objects (i.e., recycled materials); string; and wire.

Procedure:

1. Use the "jigsaw" technique in learning the content presented in the book's ten lessons. Each group will read the information for their number,then discuss and summarize. They will share this information with the entire group after completing the art project. (Topics include information about early explorers, soccer, colonists, slaves, food, geographic regions, feasts, ethnic groups, exotic animals, products from Brazilian trees, and musical instruments.)

2. The small groups will then choose an art medium to illustrate the information in their section of the book. They may draw or paint, make a collage, assemblage, or sculpture.

3. When the groups have finished the art project, they should rehearse their presentation.

4. The presentations may be given the following day.

Extension:

Students may want to present their information to another class. They may also choose to videotape their presentation, or, for those familiar with *Hyper Studio*, an electronic presentation may be done.

Lesson 5: *The Dancing Turtle*

Objective: To gain appreciation for the Brazilian folk tale genre and the Amazon rainforest.

Grouping: Whole group and small groups.

Materials: *The Dancing Turtle*. Pleasant DeSpain. Illustrated by David Boston. (August House Publishers, Inc. 1998. ISBN: 0-87483-502-X)

Note: The vast topic of the Amazon rainforest can be approached in many ways. For young children a story is the perfect beginning. This lesson is intended to not only explore the trickster tale, but to introduce children to the lush Amazon rainforest through the beautiful illustrations by David Boston.

Procedure:

1. Begin the session by having students look closely at the book jacket as the title of the book is read. Have students predict what the story is about and where they think it takes place. (The lush foliage and vegetation suggest a jungle; some will undoubtedly make a connection with the rainforest.) Look for additional clues in the end papers and title page.

2. Read and discuss story, emphasizing the turtle's wit and cleverness in outsmarting the children in order to survive.

3. Retrace the turtle's journey by following the pictures, without text, and listing the many plants and animals found in the story.

4. Discuss list from #3 and ask students to speculate about numbers of other plants and animals that are in the rainforest.

5. Conclude session by showing students the last page of the book that has the man looking for the turtle on a tiny section of the Amazon. (The text reads: "Did he ever catch Turtle again? What do you think?") Project ahead to the next lesson by asking the students to imagine just how far the man would have to go if the turtle crawled the entire distance of the Amazon River.

Lesson 6: *The Amazing Amazon*

Objective: To identify the Amazon River System and gain appreciation for its size.

Grouping: Cooperative learning groups (3-5 students per group)

Materials: Maps of South America (one per person)
Colored pencils (red & blue-one set for each student)
Large classroom map of the world
Transparency of South America
Overhead marking pens (red & blue)
Yarn or string (red & blue)
Butcher paper

Procedure:

1. Have a volunteer locate the Amazon River on the large world map and point out its source (Andes Mountains) and mouth (empties into Atlantic Ocean).
2. Use transparency to trace the Amazon's path, using blue overhead marking pen.
3. Locate the Amazon's tributaries on the map and transparency. Use red pen to mark the tributaries.
4. Divide class into two parts. Half will represent the Amazon River's main channel, and half will represent the tributaries.
5. Have the students model the flow of the rivers by linking outstretched arms to form a human river system. Discuss.
6. Direct students to mark their individual maps using the same blue/red color scheme as used in group activity.
7. After finishing their individual map, students should add a section to the class river map on the butcher paper. (There will be an assistant at the center.)
8. Teams of students should use reference material to list statistical information about the Amazon. (e.g., length, gallons flowing through each day, etc.)
9. Ask students just how far the turtle (Lesson 5) would have walked if he had gone the entire distance of the Amazon.

Lesson 7: *Entering the Rainforest*

Objectives: To identify the layers of vegetation that make up a rain forest.
To identify animals that have their habitat in those layers.

Grouping: Whole class and small groups.

Materials: *In the Rainforest.* (Evan-Moor. 1993. ISBN: 1-55799-255-X.)
Tropical Rainforests. Debby DePauw. (Evan-Moor. 1993.
ISBN: 1-55799-276-2.)
"Layers of the Rainforest" model--one set per student. (*In the Rainforest*. Pages 7-8.)
12"x18" sheets of construction paper-- one per student
Crayons, colored pencils, or markers, and glue.

Procedure:

1. Set the stage for this activity by having students enter the room hearing sounds/music that suggest a jungle or rainforest. (e.g., tropical birds calling, electronic "music" that creates a sense of mystery.) Ask students to imagine where they are. Discuss.

2. After it has been suggested that we could be in a jungle or rainforest, ask students what we would see and hear there. After discussing, introduce song "Layers in the Forest" (Debby DePauw. *In the Rainforest*. Page 7.) that will teach the concept of layers in the rainforest and animals that live there.

3. Give each student a set of the materials to construct the layers of the rainforest. (*In the Rainforest*. p. 5-6). Have students proceed with construction, then color and add animals to the layers of vegetation. Share and display.

Extension:

Interested students may want to do research about rainforest animals and compile information in a booklet or draw a poster. Others might want to create puppets and write a puppet play. They might also want to create a rainforest environment in the classroom or make a miniature rainforest terrarium.

Lesson 8: *Home Sweet Home*

Objective: To introduce students to types of houses found in Brazil.

Grouping: Cooperative learning groups.

Materials: Resource book: *Brazil--World Neighbor Series*. Sara Griffiths Butler. (Creative Teaching Press, Inc. 1995. p. 23.)
A wide variety of art supplies, boxes, clay, and straw will be needed.
Pictures of houses in Brazil. (Personal collection.)

Procedure:

1. Show students pictures of various kinds of houses found in Brazil. (e.g., modern houses and apartments found in the cities, Amazon river homes, rain forest homes, and adobe homes found in the Northeast.)

2. Divide students into four cooperative learning groups.

3. Have each group select the type of home they want to construct by drawing a number and choosing in that order.

4. Groups will meet to review type of home they will construct (use p. 23 of resource book) and make a list of needed supplies.

5. Allow two work sessions to complete construction and "landscaping" for the home.

6. Share project with entire group, making sure to explain where this type of home can be found and what natural resources are used to build it.

Lesson 9: *National Symbols--A Flag and a Song*

Objective: To introduce students to the Brazilian national anthem and flag.

Grouping: Whole group and individual.

Materials: Copies of the Brazilian national anthem (chorus)--one per student.
Brazilian flag.
Art supplies to construct flag: Construction paper (yellow, blue, white); scissors; glue.
"Flag of Brazil." *Brazil--World Neighbor Series*. (Creative Teaching Press. 1995. p.9).

Procedure:

1. Discuss purpose of having a national anthem and flag. (They help create loyalty and reflect the values of the country.)

2. Read and discuss words in chorus of the Brazilian national anthem, emphasizing the phrases "The one dear homeland!" and "Oh bounteous mother, with such love you fill your proud children, Brazil!"

3. Sing words with tune several times.

4. Show students the Brazilian flag and discuss design and colors. Explain the meanings as follows:

The motto "Ordem E Progress" (Order and Progress) is written on the narrow, white banner that goes across the blue sphere which lies inside the yellow diamond. The diamond is centered inside the green, rectangular field. The blue sphere also has 23 stars that represent the 23 states of Brazil. The green and yellow represent the colors of the forests and minerals of Brazil. The blue and white represent the Portuguese colonization of Brazil.

5. Students should use precut sample pieces for their patterns. See resource, *World Neighbor Series* (p. 9) for construction directions.

Lesson 10: *Let's Celebrate!*

Objectives: To introduce students to some of Brazil's holidays and celebrations.
To compare Independence Day in Brazil and the United States.

Grouping: Cooperative learning groups.

Materials: Books with information about Brazil's holidays and celebrations.
(See list below.)
Brazil--World Neighbor Series. (Creative Teaching Press. 1995. p. 32.)

Procedure:

1. Divide class into four cooperative learning groups that will draw for the *celebration they will research. The four celebrations are

a. Carnival (from Christmas to Ash Wednesday)-- The biggest and most elaborate celebration throughout the country, but especially in Rio de Janiero. The top fourteen samba schools are chosen to march in the huge parade and do a routine that tells a story about Brazil's heritage through dance and music.

b. *Festa do Bonfim* (January 23)-- A *bonfim* is a happy ending. Bonfim ribbons are worn as good luck by many people who buy them from street vendors. The celebration in January honors a sea captain who promised God that he would build a church if he and his crew survived a shipwreck. They survived and he built the church in Salvador de Bahia.

c. *Triadentes* (April 21)-- Jose de Silva Xavier is honored as the father of Brazilian independence. He was a dentist, so the holiday is called "triadentes" for tooth-puller.

d. Independence Day (September 7)-- Brazil's independence day is celebrated on September 7, the day they officially achieved their independence from Portugal. They often celebrate with picnics, fireworks, and parades. Typical foods eaten at the picnics includes pineapple, black-bean salad, and soft drinks. Popular colors to wear are green and yellow, two of the colors in the flag.

*Celebration information source: *Brazil--World Neighbor Series.* p. 32.

2. Teams will present information to the class on the following day. Using props and other visuals is encouraged.

Student Learning Centers

Student Learning Centers

The learning centers that go with this unit are designed for independent use by students, both individually and in small groups. The **ten centers** contain a wide variety of materials including books, maps, puzzles, musical instruments, music on compact discs, products made in Brazil, soccer information and memorabilia, and art supplies.

There will also be a **computer center** where students can access information about Brazil on the Internet. The sites will be "bookmarked" so that students will have an appropriate and limited number of choices. It is hoped that we will also have "key pals" in Brazil before the unit is introduced, so the students can communicate directly with Brazilian elementary school children.*

The **purpose** of the learning centers is to provide enriched learning experiences for students that will meet individual needs. Some students may explore a topic at a beginning level of investigation, for example, while others may do extended research that will involve using additional resources and time. (Note: Students who are involved in extended learning projects may choose to use time that is usually allotted to writer's workshop or other independent work sessions for work on their projects.)

The **rotation pattern** for using the centers allows each student to visit the centers twice during the course of the unit. The children will be assigned to a team that will be made up of approximately five students. This group will rotate through the ten centers twice by working in each center once during the first two-week period, and again during the last two-week period.

The amount of **time allotted** at each center is forty minutes each day for the basic exploration, with additional time available during independent work time (See third paragraph above). This time will be part of our thematic unit/whole language block each day during the twenty-day cycle.

The students are responsible for recording information about their learning in their ***Brazilian Learning Log***. The log will be part of the learner assessment at the end of the unit. Anything produced by the student will be included in his/her personal packet that will be shared at the end of the unit.

*I am still working on a "key pal" connection for the students as this is being printed.

Student Learning Centers at a Glance

I. Kapok Tree Center

II. Rain Forest Exploration Center

III. Puzzle Center

IV. Soccer Center

V. Music Center

VI. Art Center

VII. Story Center

VIII. Portuguese Language Center

IX. Crops and Products Center

X. Potpourri Center

XI. Computer Center-- Internet Sites (Book marked)

I. KAPOK TREE CENTER

Materials

1. A copy of *The Great Kapok Tree* by Lynne Cherry. (Harcourt Brace & Co. 1990. ISBN: 0-15-200520-X.)
2. Several rain forest pictures displayed in center.
3. Activity pages from *A Literature Unit for The Great Kapok Tree*. (Teacher Created Materials, Inc. 1997. ISBN: 1-57690-084-3). See below for specific pages to be used.
4. Key vocabulary words. Enlarged and placed on wall or other display area in center.

Activities & Procedures

Note: The children will already have heard the story of the kapok tree when they go to this center. Their background knowledge will provide understanding for the activities they choose. Each group will also add something to the rain forest diorama that will evolve at this center. Art materials will be available at the center for this.

Activity choices: (Source: Teacher Created Materials, Inc. See #3 above.)

1. "Story Map" (page 21). Students make a story map using events in the story. They draw pictures of the important events, then put them in order. These may be colored and glued to a large sheet of paper, with arrows drawn from one event to another.

2. "Brain Teaser" (page 22). Students develop critical thinking skills as they use a process of elimination to figure out each child's (there are four) favorite rain forest animal. (Note: This activity could also be put into the student's packet and completed later.)

3. "Rain Forest Subtraction" (page 30). Students use their math skills to solve the rain forest subtraction problems. They also create a problem of their own.

4. "Rain Forest Rap" (page 32). Students create a rap after writing down either descriptive phrases about the rain forest or writing factual information. They may choose to share these with the whole class at the end of the center time.

5. "Send a Message" (page 37). Students design a note card and write to a member of congress regarding their concern about the rain forest.

II. RAIN FOREST EXPLORATION CENTER

Materials

1. Selection of pictures showing plants and animals of the Brazilian rain forest. (e.g., World Wildlife Fund calendars.)
2. Books with information and pictures about the rain forest. (Most public and school libraries have a good selection.)
3. Student activity sheets from *Tropical Rainforests*. (For Grades 3-6. Evan-Moor Corp. 1993. ISBN: 1-55799-276-2)
4. *Life in the Rainforests*. Lucy Baker. (Scholastic, Inc. 1990. ISBN: 0-590-46131-1.)
5. *Rainforest: Science Mini-Unit*. Nancy Christen and Doloris Pebble. (Instructional Fair. #8015. 1994.)

Activities & Procedures

This center will have a wide variety of materials that will give students visiting this center an opportunity to explore and discover many things about the Amazon rainforest. Their Brazilian Learning Log will be an important part of recording their discoveries.

The students will be asked to choose at least one of the science activities from the Instructional Fair material. There are many exciting possibilities, including experiments that develop understandings about the greenhouse effect, vapor and evaporation, plants and the rain process, and the need for soil nutrients. The students will need to check on their experiments frequently once they have visited this center.

There will also be a variety of art supplies at this center to encourage students to create something that will show some aspect of their learning about the rainforest. They may want to make a diorama, collage, or puppets to tell the story of the rainforest. Their creations should be displayed and shared with the class as they are completed.

III. PUZZLE CENTER

Materials

A. Commercially-produced materials:

1. Map of Brazil within South America and map with states, color-coded. Purchased at book store in Brazil. Made by *Libreria* (Telefax: (011) 608-5411.
2. Rain forest giant shaped floor puzzle (44 cm x 122 cm). Frank Schaffer Publications, Inc. #FS-56511.
3. 3-D slide puzzle of rain forest frog. DeMert Company. Berkeley, CA. 1996.

B. Student-produced materials:

1. ABC order/picture puzzles

Students choose a theme that ties in with Brazil and generate a list of ten words on that topic. They then put the list in alphabetical order. (Best if typed in large print on 8"x11" paper) Next, the student draws/colors a picture on 8"x11" paper that goes with the theme. S/he will then glue the sheet with words to the picture. Finally, the double-sided sheet is cut apart between the words and put in a business-size envelope. When other students go to the puzzle center, they may choose any of the student-made puzzles to put together and practice their ABC order skills.

2. Rainforest puzzles

Students draw and color a picture of the Amazon rainforest on 8"x11" tag board. They then cut it into puzzle pieces and put pieces in a business-size envelope and place in center puzzle collection. (Puzzle pieces may also be laminated for greater durability.)

3. Products puzzles

Students will do research about crops and products grown/made in the country. They will use this information to create a products map, using an outline map of Brazil and colored pencils. (They should include a map key.) The last step is to cut the map into puzzle pieces and put in envelope for use in the puzzle center.

Activities & Procedures

The students will check in at center and choose a puzzle to work on. The giant rain forest puzzle can be worked on by any number of students (1-5). The students should record the names of puzzle(s) they worked on in their *Brazilian Learning Log*, adding comments about what they learned.

IV. SOCCEP CENTER

Materials

1. Selection of books on soccer from school or local library.
2. Newspaper articles from Brazilian newspapers written during '98 World Cup.
3. Soccer ball, uniform, and T-shirts from '98 World Cup.
4. Posters, pictures, and other visuals.
5. Diagrams of soccer playing field and plays.
6. *Soccer: Play Like a Pro.* Anthony Ventura. (Troll Associates. 1990. ISBN: 0-8167-1934-9)

Note: Soccer has become extremely popular in Iowa the past five years, so many children play on soccer teams. They also play soccer in physical education class, so they understand the basic rules of the game. This center is intended to stimulate interest in Brazil's soccer team by introducing students to current stars and the team as they participated in the '98 World Cup. It is also intended to stimulate interest in learning new plays and game strategy. Extension activities will also give students an opportunity to use a variety of skills, from math problems solving to creative writing.

Activities & Procedures

Students will acquaint themselves with the Brazilian '98 World Cup team by looking at the newspaper and magazine articles. They should look for names of players, especially in picture captions. Which names occur most often? Which players are pictured most often? This brief activity should begin to build awareness of some of the players on the Brazilian team.

The group will then be asked to chart the '98 World Cup game results as Brazil "climbed the ladder" through the rounds of competition. (Resources will be at the center to make this a relatively easy search.) They should list the team played and the games won and lost at each level.

Using the book *Soccer: Play Like a Pro*, the students will work in pairs to read and discuss Chapter 4, "How to Develop Soccer Skills." The topics can be divided among the pairs, then presented to the group. Basic moves and playing strategies are included in the chapter.

X. SOCCER CENTER (Continued)

Extension Activities

Students will be invited to write one or more math problems (using soccer as a theme) that will be used by other students. A variety of problem solving strategies should be encouraged. (e.g., make a list, guess and check, act it out, and working backwards.) The set of problems will be proofread, then typed up on soccer cards. They can be used during the unit as well as used in the regular classroom math center later. Students who complete the cards may want to keep a log of which ones they have completed.

Other enrichment activities might include stories written with a soccer theme or problem, patterns created using the pentagon and hexagon shapes found on the soccer ball cover, and research into the history of soccer. Some students may want to check Internet sites on soccer, but the teacher will want to check these sites first and "bookmark" them.

V. MUSIC CENTER

Materials

1. Compact disc player and headphones.
2. Compact discs (listed below).
3. Brazilian rhythm instruments.

Activities & Procedures

Students will explore Brazilian music by listening to selected vocal and instrumental pieces from the CDs in the center. Ideally this would be set up in an area near but not in the classroom itself, so the students could enjoy the music at normal volume. If there is no area like this available, headphones can be used.

As a response to the music, students may draw a picture of something the music reminds them of, create a dance that follows the rhythm of the music, or use the Brazilian rhythm instruments to accompany the music. These responses may be shared with the entire class if the students would like.

Students who are especially interested in Brazilian music may want to search for other sources, especially on the Internet.

Compact Discs:

1. "The Music of Brazil." The Rough Guide. Compiled by Robert Urbanus for World Music Network to accompany the *Rough Guide to Brazil* travel guide. (Purchased at The Savvy Traveler, Chicago.) ISBN: 1-85828-363-9.
Web site: www.world music.net

2. "*Leva Meu Samba*" (in Portuguese). Distributed by Sony Music. (Purchased in Brazil.)

3. "*A Selecao Do Rohaldinho*" (in Portuguese). Distributed by Warner Music Brasil, Ltda. (Purchased in Brazil.)

VI. ART CENTER

Materials

1. Arte Brasileira: *50 Anos de Historia no Acervo MAC USP. Museu de Arte Contemporanea da USP, 1997. Fundo Nacional Da Cultura: Ministerio Da Cultura.* (Gift from museum director, University of Sao Paulo.)
2. Set of posters depicting contemporary life in Brasilia and well-known landmarks. (Gift from Fulbright Commission of Brazil.)
3. Art forms: Examples and definitions of terms.

Activities & Procedures

Students will review the following art forms by using examples at the center: Portrait; self-portrait; sculpture; line drawing; painting (various mediums); poster; and, silk-screen print.

Procedure: Each student will choose one of the pieces of art at the center and become the "expert" on that piece by reading the accompanying information. When everyone has finished, each student will then share that information with the group. The students will then look for other examples among the various resources listed above. Finally, the group will record an example of each type in the center log. Each student should record a personal response in his/her *Brazilian Learning Log*.

Extension Activities

Interested students may want to do additional research on well-known classical Brazilian artists like the following: Painter Candido Portinari; sculptor and architect Antonio Francisco Lisboa (Aleijadinho). These artists are included in most print materials that have information about Brazilian art and may be found on Internet sites as well.

Students who enjoy building structures may want to do some research on Brasilia, the modern capital that is designed in the shape of an airplane. These students may want to make a drawing of this unique design to share with the class.

VII. Story Center

Materials

1. *How Night Came to Be: A Story from Brazil.* Retold by Janet Palazzo-Craig. Illustrated by Felipe Davalos. (Troll Communications. 1996. ISBN: 0-8167-3994-3) A "First-Start" legend for younger readers.
2. *The Sea Serpent's Daughter: A Brazilian Legend.* Written and adapted by Margaret H. Lippert. Illustrated by Felipe Davalos. (Troll Associates. 1993. ISBN" 0-8167-3054-7) Legends of the world series for intermediate readers.

*Note: This is the same story told at two different levels. Students may choose the version that best suits their reading level.

Activities & Procedures

Students should read the explanation of myths on the last page of the book (page 32 in both books) before reading the story. The group should discuss, briefly, the idea that a myth is a special type of legend that tells how something came to be. People around the world have told myths to explain the unknown for thousands of years.

After reading the story, the students should be able to explain the Brazilian version of how night, or darkness, came to be. They should record their discoveries in their learning logs.

Extension Activities

Students may want to try writing their own myth. Possible topics include *How the Sun or Moon Came to Be; How Fire Came to Be; or, How the Stars Came to Be.* Some students might also like to explore an animal version. e.g., *How the Raccoon Got Its Black Eyes; How the Monkey Got Its Tail; or, How the Camel Got Its Hump.* Any myth written by a student may be shared orally or tape recorded.

VIII. PORTUGUESE LANGUAGE CENTER

Materials

1. *Say It in Portuguese*. Portuguese phrase book. (Dover Publications, Inc. 1955. ISBN: 0-486-20809-5.)
2. Selection of children's books in Portuguese. My collection includes the following: *Tuca Tucano* (ISBN: 85-7305-451-4); *Ra Ramira* (ISBN: 857305587-1); *Macaquinho Macaqueia* (ISBN: 85-204-0770-6); and, *As Formas* (ISBN: 85-7340-037-4).
3. Audio tapes of books in #2 (in Portuguese) and translations of books in #2.
4. Audio tapes of people conversing in Portuguese. (Personal collection.)
5. Set (6) of personal tape players with earphones.

Activities & Procedures

Students coming to this center may choose to 1.) listen to audio tapes of people speaking Portuguese in everyday situations, 2) look up new phrases in the Portuguese phrase book, or 3) look at one of the children's books. Students choosing either #1 or #2 should record activities in their Brazilian Learning Log.

Students who choose the third option should do the following:

1. Look at the pictures in the book and predict what it is about. (Use the Brazilian Learning Log.) They should write down the characters and what they think is happening to them.
2. Listen to the story being read in Portuguese (on personal tape player) and follow along with pictures.
3. Listen to story in English. (It can also be read in English.)
4. Compare story to predictions.
5. Write a summary of the story in learning log.

Extension Activities

Children who are especially interested in this center may choose to read additional books in their free time, or they may want to make their own Portuguese dictionary/phrase book.

IX. CROPS AND PRODUCTS CENTER

Materials

1. A selection of food items (real or shown in pictures) that are grown in Brazil: Brazil nuts; cashews; papaya; tapioca; sugar; coffee; bananas; black beans; coconuts; oranges; corn; sweet potatoes; and, cocoa (from cacao beans).
2. Pictures of other products that Brazil is known for: e.g., gem stones; gold; leather goods (especially shoes); rubber goods; many kinds of wood and wood products; and, cotton.
3. Student game boards and markers (Bingo-like game) with names of crops and products in the squares. (Actual pictures may be used in the squares, or a student who enjoys drawing may volunteer to draw facsimiles of the objects. This would have been done before the unit began.)

Activities & Procedures

Students examine the various items in the center and identify each one by name. (An information card will come with each item.) They then draw "straws" to see who will be the caller in the game. The caller passes out the game cards and markers. (Pieces of corn or individual black beans would be a unique type of marker to use on squares and would also represent some of Brazil's crops.)

A player wins a round of the game by filling a row of squares, either horizontally, diagonally, or vertically. The caller may also declare a "blackout" round where all squares must be filled to win.

Extension Activities

An extension activity would be for students to design their own cards with other categories. Types of Brazilian animals or plants would be good choices.

Additional research on crops and products can be done by students using both print materials and the Internet. They could create product maps, posters, and games using the information they gather.

X. POTPOURRI: A LITTLE BIT OF EVERYTHING!

Materials

1. Brazilian money (variety of coins and bills)
2. Brazilian flag
3. Postcards
4. Snapshots with captions
5. Souvenirs and mementos
6. Airplane tickets and boarding passes
7. Crafts (e.g., lace doilies, clay figures, chess set)
8. Handcrafted wooden items (e.g., spoon, statues, trivet)
9. Brazilian gemstones
10. Paper products made at AXE (school and studio for homeless children and young adults)

Activities & Procedures

This center is designed as a self-guided exploration area for the students to learn more about Brazil. By having a less-structured area that allows students a chance to "pick and choose" materials they find interesting, it is hoped they will interact with the materials and with the other students to discover interesting new facts about Brazilian culture. They will be asked to record impressions and learning in their Brazilian Learning Log.

Students who become interested in any of the objects or topics in this center will be invited to do further research. There is fascinating information available, for instance, about the founding of the AXE project for homeless children. Students who have a strong interest in math and money may want to research the exchange rates and learn more about how money systems work. Students can share their new learning with their classmates as well.

Mrs. E's Mail From Brazil

June 28-July 25, 1998

Brasilia, June 28-July 2
Manaus, July 3-6
Recife, July 7-9
Salvador, July 10-13
Sao Paulo, July 14-17
Foz Do Iguacu (Iguacu Falls), July 18-19
Curitiba, July 20-21
Rio de Janeiro, July 22-25
Detailed agenda of highlights

"Oi" (that's *Hello* in Portuguese) to all of the Room #29 third graders from Hansen School in Cedar Falls, Iowa....and, to anyone else who's along for the trip to Brazil! My plane leaves Saturday, June 27th, at 3:45 p.m. from Cedar Rapids, Iowa, and arrives in Brasilia, the capital, at 6:45 a.m., June 28th.

Some of the highlihgts of the trip will be traveling by boat on the amazing **Amazon River** (July 4) and seeing **Iguacu Falls** (July 18). Our group of 18 teachers from all around the U.S. will also visit schools in Brazil, meet with Brazilian leaders, and tour museums and historic sties.

Thanks to everyone at the Cedar Falls Public Library who is helping with this project. I'll be e-mailing or faxing messages from each city as I travel, and they will put together the information with pictures to make a travel scrapbook.

Thanks, also, to the Room #29 kids who thought of this idea in the first place! Meet you in Brazil.

"Tchau" (good bye)
Mrs. E

This Fulbright-Hays Seminars Abroad trip is organized by the U.S. Department of Education in cooperation with the Fulbright Commission in Brazil.

Mrs. E's Mail From Brasilia

June 28-July 2, 1998

A little information about Brasilia:

Brasilia, the capital of Brazil, is one of the newest cities in the world. It was built in just three years in the late 1950's. It was officially moved from Rio de Janeiro on April 21, 1960. It is located in the center of Brazil in the state of Goias.

The capital city looks like the shape of an airplane when seen from above. We will get a tour of the city on the afternoon of June 28, our first day in Brazil. While we are in Brasilia,we will learn about Brazil's history, visit a school, and try to learn some Portuguese, the national language.

We will leave Brasilia on July 2 and head for Manaus and the mighty Amazon!

Mrs. E's message:

Hi, Everybody!

We arrived in Brasilia Sunday morning about 11:00. We left Dulles Airport in Washington, D.C. about 1:00 a.m., so it was about a 9 hour flight. (Brasilia is 2 hours ahead of home time.) It was a beautiful day when we got here. The palm trees outside the airport reminded me of Florida.

After we got settled in our hotel, we took a bus tour of the capital city in the afternoon. It's a fascinating city, and it was fun to figure out where we were. (The city is laid out in the shape of an airplane.) On our tour we saw some beautiful churches, huge pieces of sculpture, and lots of families out enjoying the afternoon.

Last night we had our first chance to go to a shopping mall and a grocery store. They are just like the ones at home, with lots of shops and people. We ate dinner at an outdoor restaurant that had a guitar player who sang and played his guitar while we ate.

BEST COPY AVAILABLE

Today we had our first Portuguese lesson, and our homework is to practice using what we learned this morning.

There are a lot of people who want to send e-mail messages, so I'll have to sign off for now. I'll be writing my next message from the AMAZON!!

"Tchau",
Mrs. E.

Back to the beginning
Manaus, July 3-6
Recife, July 7-9
Salvador, July 10-13
Sao Paulo, July 14-17
Foz do Iguacu (Iguacu Falls), July 18-19
Curitiba, July 20-21
Rio de Janeiro, July 22-25

back to the Cedar Falls Public Library Youth Homepage

Mrs. E's Mail From Manaus

Mrs. E's Mail From The Amazon Rain Forest

July 3-6, 1998

A little information about Manaus:

Manaus is in the northern state of Amazonas, Brazil's largest state. It lies beside the Negro River (Rio Negro), **about six miles from where it meets the Solimoes River to form the Amazon. Our group will go there on July 4 and see where the black water of the Rio Negro meets the yellow water of the Solimoes.**

People who want to see the Amazon Rain Forest often take boat trips out of Manaus. We will be sleeping on a boat overnight as we take a trip into the jungle. We will definitely have to use our insect repellent on this part of the trip!

Mrs. E's message from Manaus:

We arrived in Manaus late Thursday night, July 2nd. It was very hot and humid even though it was almost midnight. When we got up Friday

BEST COPY AVAIL

morning, we could see shops and street vendors outside our hotel window. My friend needed another travel bag, so we went shopping and she found a duffle bag with "Soccer '98" on it. As you already know, Brazilians are crazy about soccer so you see signs of it everywhere.

After breakfast our group took off on a large bus and headed for the University of the Amazon. They do lots of research there about the ecology in the Amazon River Basin. It was fascinating to hear different speakers tell what they had learned. After four hours at the university, we returned to Manaus where we stopped at a scientific research center. We saw many varieties of tropical plants and even some monkeys scampering around the grounds!

*Our lunch was at one of Bra*zil's famous BBQ restaurants called a *"churrasco." There is a salad* bar just like we have, then waiters bring *many different kinds of meat* to the table that have been barbecued and *roasted on long, metal rods.*

*All you soccer lovers must kn*ow already that Brazil beat Denmark 3-2 in *the July 2nd games. Some of* the teachers watched it in the hotel, but a *group of us went to a little ou*tdoor restaurant and watched the game *(sitting on folding chairs)* with a lot of Brazilians. We all cheered for Brazil, *of course! The next game* if Tuesday, July 7th-GO BRAZIL!

Thursday night we started to pack for our trip to the Amazon on Friday.

"Tchau,"
Mrs. E.

Mrs. E's message from the Amazon Rain Forest:

July 4, 1998: It seems strange to be going to the Amazon Rain Forest when I know everyone back home is getting ready to celebrate the Fourth of July. We left Manaus early Saturday morning on an excursion boat that held about 30 people. It was fun to sit on the top deck and see the black water of the Rio Negro churn around us. We stopped at a jungle hotel called the *Ariau Amazon Towers that e*ven had tree houses to stay in! "Tarzan's *house" was in the highest pa*rt of the tree. There were macaws and *monkeys all around and one o*f the littlest monkeys jumped on the arm of *one of the teachers in our gro*up.

*After leaving Ariau, we went t*o Terra Verde Lodge by boat and arrived *about 30 minutes later. WOW*! What a site to see round huts with grass *roofs waiting on the shore! Af*ter unpacking we took a boat tour around the island and saw many unusual plants as well as some of the native islanders in boats near their small wooden houses.

The evening was exciting. We went alligator watching with a native guide, his two helpers, and a biologist. Within 20 minutes the guide spotted a teeth, size, etc. She held it for at least ten minutes while she explained, then released it.

Sunday, July 5th, our group and some other visitors at the lodge went on a two-hour trek through the jungle. What an experience! We had a wonderful guide who told us all about the exotic plants along the trail. One of the teachers even got a treatment for her poison ivy from some tree sap! We drank *LOTS* of water along the way but we were *still* dripping with sweat when we came out of the jungle. I took pictures of an unusual beehive that sticks out of the ground, a huge termite ball, and a fireplant that is used to start fires in the jungle. I could go on and on...but, I've got to sign off and get ready to go to Recife.

"Tchau"
Mrs. E.

Back to the beginning
On with the journey:
Recife, July 7-9
Salvador, July 10-13
Sao Paulo, July 14-17
Foz Do Iguacu (Iguacu Falls), July 18-19
Curitiba, July 20-21
Rio de Janeiro, July 22-25

back to the Cedar Falls Public Library Youth Homepage

Mrs. E's Mail From Recife

July 7-9, 1998

A little information about Recife:

Recife is a coastal city in northeastern Brazil. It is a city of water and bridges. Some people call it the "Venice of Brazil." Recife is right beside the Atlantic Ocean at the end of the Trans-Amazonian Highway. This road stretches for over 2,500 miles and goes from east to west across Brazil.

Bebeto - Leonhardsen

While we are in Recife, along with thousands of Brazilian fans, we will watch on television as Brazil plays in the World Cup soccer game! It will be played on July 7, at 4:00 p.m. Brazilian time, which will be 1:00 p.m. in Iowa. It will probably be broadcast on ESPN, so if you have cable t.v., be sure to watch.

Mrs. E's message from Recife:

After a LONG plane flight from Manaus (8 hours!), we arrived in Recife about 11:00 PM Monday, July 6th. Our hotel is on the "Boa Viagem"--a beautiful avenue stretching along the shore of the Atlantic Ocean. We can walk across the street and be on the beach, but so far we've only seen it.

We visited the ABA School Tuesday morning (July 7) and saw one of the newest schools where English is taught. They had a computer lab, library and lots of media materials to teach English. While we were there, we got to meet some Brazilian teachers and talk about schools in Brazil and the U.S.

Tuesday afternoon was the BIG GAME! The semi-finals of World Cup Soccer between Brazil and Holland was broadcast all over the country and many of us watched it here in our hotel. All of the stores closed for the game, so the streets were almost empty during the game. I'm sure you know by now that Brazil won, 2-1! After the tie during regulation time there were two overtimes and, finally, the shoot off. The crowds everywhere went wild after Brazil won. People filled the streets, cars were honking their horns, and some people set off firecrackers! Brazil will play France next Thursday, July 16th. The whole country will shut down while the millions of fans cheer their team on to VICTORY!

Wednesday, July 8th, was another busy day. After hearing more about Brazil's education, we traveled about 100 miles to visit a sugar plantation.

school for adults on the plantation, and we were all impressed with how hard they were wroking to learn to read and write. The people had prepared some wonderful food for us, so after the classes were over, everyone had a great time trying the new foods and talking. They also had a band that played for us. This was a great experience.

Recife is a beautiful city and I hate to leave. It seems like we just got here. It's on to Salvador, so...stay tuned!

"Tchau,"
Mrs. E.

Back to the beginning
On with the journey:
Salvador, July 10-13
Sao Paulo, July 14-17
Foz Do Iguacu (Iguacu Falls), July 18-19
Curitiba, July 20-21
Rio de Janeiro, July 22-25

---

back to the Cedar Falls Public Library Youth Homepage

Mrs. E's Mail From Salvador

July 10-13, 1998

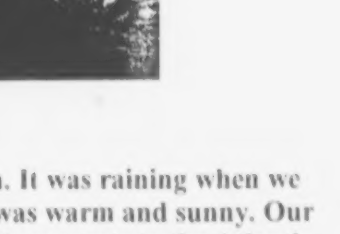
A little information about Salvador:

As we head down the Atlantic Coast, our next stop is Salvador. It is the capital of the state of Bahia and was first visited by the Portuguese in 1501. Salvador was once the capital for the entire country because of its protected location high atop cliffs overlooking a bay.

Today Slavador is divided into four sections: upper and lower city, beaches, and suburbs. It has many beautiful churches and colonial buildings. It is known for its wonderful food, music, and beaches.

Mrs. E's message from Salvador:

We arrived in Salvador the morning of July 9th. It was raining when we left Recife, but when we arrived in Salvador it was warm and sunny. Our hotel is at the edge of the Bay of All Saints which connects to the Atlantic Ocean. There are some large, black rock formations right on the edge of the beach, so we can see the waves crash against them from our hotel.



Thursday afternoon we visited the ACBEU School where we got an introduction to the city and heard a lecture on race relations. Then we were invited to a party where they served some delicious food that is typical in Bahia, the state Salvador is in. Over 80% of the people who live here have African heritage, so a lot of the food has its roots in Africa. Some of the students from the school performed a unique dance called the "capoeira" which combines the

Friday was a very special day because we got to see a school program that involves children who don't have a permanent home or family. The project Axé (ah-s) provides schooling and training for over 1,000 children from the ages of 5-18. The arts are an important part of this program, and the children work with professionals to learn fabric and clothing design, paper making, and interior design. The project also has a ballet company that offers children the opportunity to be trained in classical dance. Some graduates of the Axé children's project go on to work in the Axé workshop where they produce beautiful clothes, paper products and decorative pieces for homes.

Saturday, July 11th, we had a guided tour of the city, so we got to see the very oldest part of the city called Pelourinho. There are beautiful old Colonial buildings and cobblestone streets. It was fun to walk to the many little shops on the narrow sidewalks and streets. Shopping at the city market in the afternoon was lots of fun and gave us a chance to buy some of the beautiful handicrafts to bring home. I'm worried that I won't be able to get everything in my suitcase!

Everything switched gears on Sunday when people were getting ready to watch Brazil play France in the World Cup. By afternoon when the game was played, many people had on their World Cup T-shirts and hats. Many people were wearing #9 for Renaldo, who is like Michael Jordan in the U.S. We watched the game in our hotel with a group of students from Recife. We were all sad at the end when Brazil lost to France 0-3.

Monday was another busy day and our last in the beautiful city of Salvador. We visited the Federal University of Bahia where we met with the president of the school and a professor of education. After one last visit to Pelourinho and some delicious coconut ice cream, we headed back to the hotel to start to pack. We will leave at 5:30 AM on Tuesday to head to Sao Paulo.

"Tchau,"
Mrs. E.

Back to the beginning
On with the journey:
Sao Paulo, July 14-17
Foz Do Iguacu (Iguacu Falls), July 18-19
Curitiba, July 20-21
Rio de Janeiro, July 22-25

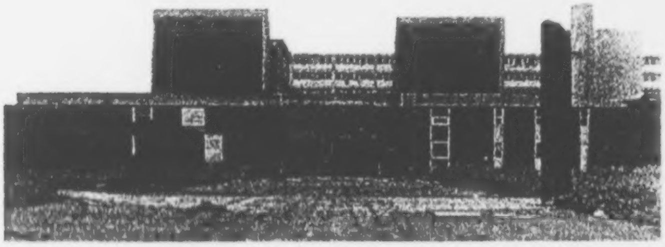
back to the Cedar Falls Public Library Youth Homepage

Mrs. E's Mail From Sao Paulo

July 14-17, 1998

Sao Paulo is in the southeastern part of Brazil and is the largest city in the country. It is like New York City in the United States with its millions of people, tall buildings, and busy streets.

The people who live in Sao Paulo are called *paulistas* and come from many different ethnic groups. People have immigrated here form Italy, Spain, Germany, and Japan, as well as other European and Middle Eastern countries.



Our group will be touring the city and visiting museums and schools before leaving for Iguacu (ee-gwa-zoo) Falls.

Mrs. E's message from Saó Paulo:

July 18, 1998
After a windy departure from Salvador at 5:30 AM on Monday, we arrived in Saó Paulo about 9:30 AM. We had to get up at 4:30 AM to have breakfast and move our suitcases to the lobby of our hotel. There are so many suitcases and bags from our group that they fill up an area in the lobby half the size of our classroom!

When we arrived Monday morning it was a lot colder than we've been used to. At 50° F it was like a crisp fall day in Iowa. Many people were wearing winter coats, though, because it's their winter season here in the southern hemisphere. It's been getting warmer each day and yesterday it was about 70° and sunny.

When we first look out the window in the morning, the sky looks foggy, but it's really the smog. Yesterday's tour guide told us there are over four million cars in Saó Paulo each day, and to help fight air pollution, even-numbered license plates can drive one day and odd-numbered plates the other days.

We made our first tip to a neighborhood grocery store on Wednesday and had fun seeing what they had and what the prices were. Most items are higher priced than we're used to, and anything imported from the states is a lot higher. I noticed that a can of Pringles® chips was $2.99! There are lots of wonderful fruits here right now: strawberries, papaya, and pineapple. The grocery stores are just like the ones at home, with electronic scanners and all the conveniences.

Saó Paulo is a huge city with many office buildings and skyscrapers in the business district. The city and surrounding area has over nineteen million people, so the city streets and sidewalks are always filled with vehicles and people. It would remind you of New York or Chicago in the states. This time we are staying in an apartment building that has twenty-eight floors, so when we look out our window we see lots of other tall buildings.

We visited Saó Paulo University on Wednesday and talked with some of the professors who teach in the Department of Education. The University has over 50,000 students, so it is a lot bigger than UNI. We also went to the university book store where some people bought T-shirts and hats for souvenirs.

The most memorable part of our visit to the University was our tour in one of the special museums. One room was a place where kids could dress up in costumes, then pose inside a giant-sized picture frame while their friends drew a picture of them. The drawing table looked like a huge artist's palette. Another room had an exhibit for blind people that made it possible for them to feel the artist's picture and read about it in Braille.

Saó Paulo has been a fascinating city to visit, but it's time to pack up and head to Iguacu Falls. See you there!

**"Tchau,"
Mrs. E.**

**Back to the beginning
On with the journey:
Foz Do Iguacu (Iguacu Falls), July 18-19
Curitiba, July 20-21
Rio de Janeiro, July 22-25**

back to the Cedar Falls Public Library Youth Homepage

Mrs. E's Mail From Foz Do Iguacu (Iguacu Falls)

July 18-19, 1998

A little information about Foz Do Iguacu (Iguacu Falls):

Brazil's greatest natural wonder in the southwestern part of the country is the magnificent Iguacu Falls. Some 275 waterfalls stretch along the border with Paraguay and Argentina. This huge series of waterfalls plunges through a gorge on the Iguacu River. It makes a never-ending spray of water and keeps the sky decorated with rainbows. We will have our cameras ready for our visit on July 18!

Mrs. E's message from Iguacu Falls:

Today we arrived at the Iguacu (e-gwa-zoo) National Park after lunch and quickly organized into groups to see the waterfalls. I was in the group that chose to take a bus across the border and go into Argentina to see the falls. After a 45 minute drive, we arrived at the boat launching area. Our two guides took us in a small motorboat across a short stretch of water where we docked and climbed up several steep steps to the "catwalk." The catwalk is like a sidewalk with railings that goes zigzagging above the water. It stretches about the length of the Hansen playground and ends right where the water starts falling down for hundreds of feet. (A few weeks ago the water was so high that they closed the catwalk for several days.) When we got to the end of the walkway, I was awestruck by the powerful sound of the water as it went plunging down the rock cliffs. The windy spray of water made it tricky to take pictures. After one last look, we walked back to the beginning of the catwalk where we got picked up by our guides.

Next, we crossed back over the border into Brazil to see the falls from the other side. We went to the park entrance, then started walking the trails. At some places we were hundreds of feet above the water, and other times we could almost touch the rushing water. In one place we could look down and see people who were going under the falls in boats. (Later we found out they got drenched, and it took some people two days to dry out their clothes.) We got back to the entrance of the park just as it was closing at 6:00 PM.

Sunday, July 19th, I got up early to go see the sun rise over the waterfalls. The walkway outside our hotel kept going down and down until it opened up to a spectacular view of the falls. As the sun rose, a rainbow appeared--this was awesome! Watching the colors in the rainbow get brighter and brighter over the water was an unforgettable moment.

Unfortunately, we had to leave Iguacu Falls right after breakfast. As we loaded our bus, we could see some raccoon-like animals on the hotel lawn that were trying to get people to feed them. As we pulled away, I also spotted a yellow and black toucan in a tree and felt like I was part of a movie set. Our short stay at Iguacu Falls will be a favorite memory of Brazil.

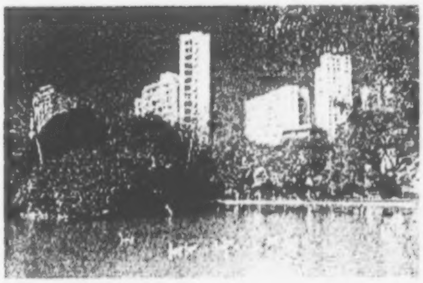
"Tchau,"
Mrs. E.

Back to the beginning
On with the journey:
Curitiba, July 20-21
Rio de Janeiro, July 22-25
back to the Cedar Falls Public Library Youth Homepage

Mrs. E's Mail From Curitiba

July 20-21, 1998

A little information about Curitiba:



Curitiba is a beautiful city in the southern part of Brazil. It has many parks, gardens, and wide boulevards. We will be visiting some schools and visiting with the State Secretary of Education there. This will be a short stay--it's on to Rio!

Mrs. E's message from Curitiba:

Br-r-r-r...it's cold here! When we arrived in Curitiba on Sunday afternoon, it felt like winter again. Everyone was bundled up and we all had to dig in our suitcases for warmer clothes. I bought a wool jacket at the Sunday market to keep warm.

Sunday evening we went to a huge mall that had all kinds of attractions. We had to pay $3.00 to get in. There were many stores, restaurants, and entertainment. Some of the stores are under a roof and others are in open areas. When we walked through the middle, there was a dance team performing to Michael Jackson music. (Brett B. would have loved it!). This was a very lively and fun place!

Monday morning was filled with meetings and school visits. Since the buildings don't have central heating the rooms were cold, so we left our jackets on a lot of the time. The schools are on a two-week winter vacation, so we only got to see the buildings and talk to teachers.

Monday afternoon we got to visit two schools--one in an Italian neighborhood and the other in a Polish neighborhood. At our stop at the last school we were entertained by a group of students (ages 5-11) who did folk dances. Their beautiful costumes and enthusiasm, added to their contagious smiles, made this a very memorable experience. We felt honored that the students went to so much trouble for us. After the performance we took lots of pictures and exchanged autographs. What a fun day!

Tuesday was another travel day. We had to be ready to leave our hotel by 7:45 AM. It's on to Rio!

Mrs. E's Mail From Rio de Janeiro

July 22-25, 1998

A little information about Rio de Janeiro:

Rio de Janeiro is one of the most famous cities in the world. It's a busy port city on the Atlantic with several well-known landmarks. Sugarloaf Mountain can be seen from almost everywhere in Rio. It rises high above Guanabara Bay and greets people who arrive by boat or plane. Rio's most famous statue, *Christ the Redeemer*, is recognized around the world. It stands over 130 feet tall! (That's as tall as a 13-story building.)

Rio's beaches are also famous and attract thousands of people on nice days. Tourists flock to the beaches and also to Rio's many parks, shops, and museums. Rio is a colorful and lively city that has much to offer its visitors. We will be touring the city, visiting schools, and meeting with a famous Brazilian actor while we are here.

Mrs. E's message from Rio:

Highlights from Rio: Thursday, Friday, Saturday

Our last stop in Brazil is Rio de Janeiro. Even though it's winter in Rio, the weather is beautiful (70-80 degrees) and we can enjoy everything outside--the beaches, mountains, and tourist sites. Luckily, we will have our last two days free, so we can hopefully see a lot of the city.

Our hotel is in [illegible] Copacabana, just one block from the beach and we see lots of people walking around in their bathing suits. The beaches are full of people, both day and night. There are all ages enjoying everything from swimming and surfing to soccer and volleyball. There is even a huge movie screen set up on the beach because of the film festival that's here next week.

The sidewalk next to the beach is about six feet wide, and it's used a lot by people out walking--both themselves and their dogs. There are bicycle lanes beside the sidewalks, so there is also bicycle traffic. Add this to the six lanes of traffic on Atlantic Avenue, and you can imagine what a busy place this is!

Millions of people live in Rio, so the streets all over town are always full of cars and people. There are so many cars at rush hour that the traffic on some streets goes one way in the morning and the opposite way at night.

Shopping is great in Rio, because there are many different kinds of stores. From street vendors to stores in large malls, they have everything imaginable. Going to the outdoor markets is the most fun, because you can find many things that have been made or grown in Brazil.

We won't be visiting any schools in Rio, because schools are out for a short winter holiday. Our group meetings will include visits with a senator and people who work at FUTURA, the new educational TV channel.

Most of our meetings will be held at the American Consulate, which is a branch of the American Embassy. To get inside the building, we will have to go through a long security check. First, we have to be admitted inside the first door by a guard. Once we're inside, they will check our hand bags and cameras. Next, we will walk through a metal detector. After that, we present identification through a bullet-proof window, and, if our name is on the special list, we will each get a badge that allows us to enter the main part of the building. The US Marine who gives the final clearance then calls an escort to let everyone through the door. Leaving the building we will have to do the same thing in reverse!

Rio Highlights:

Thursday night my roommate and I were invited to go out with a couple who have lived in Rio for many years. Caroline and Ricardo live near our hotel in an apartment with their two sons who are nine and eleven. Like all Brazilians, they are crazy about soccer, so they showed us their soccer club while we were out driving around.

Then they took us to Sugar Loaf Mountain, one of Rio's best-known landmarks. After climbing several flights of stairs, we were ready to get into the cable car that takes people over to Sugar Loaf. The cable car looks like a high glass bubble that dangles from a wire as it glides through the air.

[illegible] butterflies.

Next, they took us to a wonderful restaurant that served typical Brazilian food. There were many meats, of course, with other side dishes and dessert. It was lots of fun to see Brazilian families out for the evening and to eat late in the evening like most Brazilians do. After finishing our meal about midnight, we went back to our hotel.

Friday was our next-to-the-last-day in Rio and Brazil. We toured the city, visited the markets, and finished our shopping at the midnight crafts fair. We were so busy that we forgot to eat dinner!

Saturday, our last day in Brazil, was both happy and sad. Our last big event was to cross the city by bus to see the giant statue of Christ the Redeemer. When we got to the base of the mountain, we got on a little train that takes people almost to the top of the mountain. On the twenty minute ride up the mountain we could see part of the city below. Finally, we reached the cement platform where we started climbing the stairs. At last we reached the top where the huge Christ statue stands on a large cement "table top." Standing beside the statue is an awesome experience. As I stood at the top and looked up at this magnificent sculpture, I realized how lucky I was to be there.

The last afternoon in Rio went by quickly, and it was soon time to load our suitcases on the bus for the last time. The long ride to the airport was a reminder of the wide contrasts in Brazil. As we drove past the *favelas* where many poor people live and headed to the high-tech, modern airport, I hoped that I could return someday to see the changes that many Brazilians are working for.

After checking in at the airport and waiting for the boarding call, it was finally time to board our plane and leave Brazil. As our plane lifted off and flew over the bright lights of Rio, I thought of the Portuguese saying, "Ate Logo" which means "until later," or " until we meet again."

Signing off for the last time from Brazil--

"Tchau,"
Mrs. E.

Back to the beginning

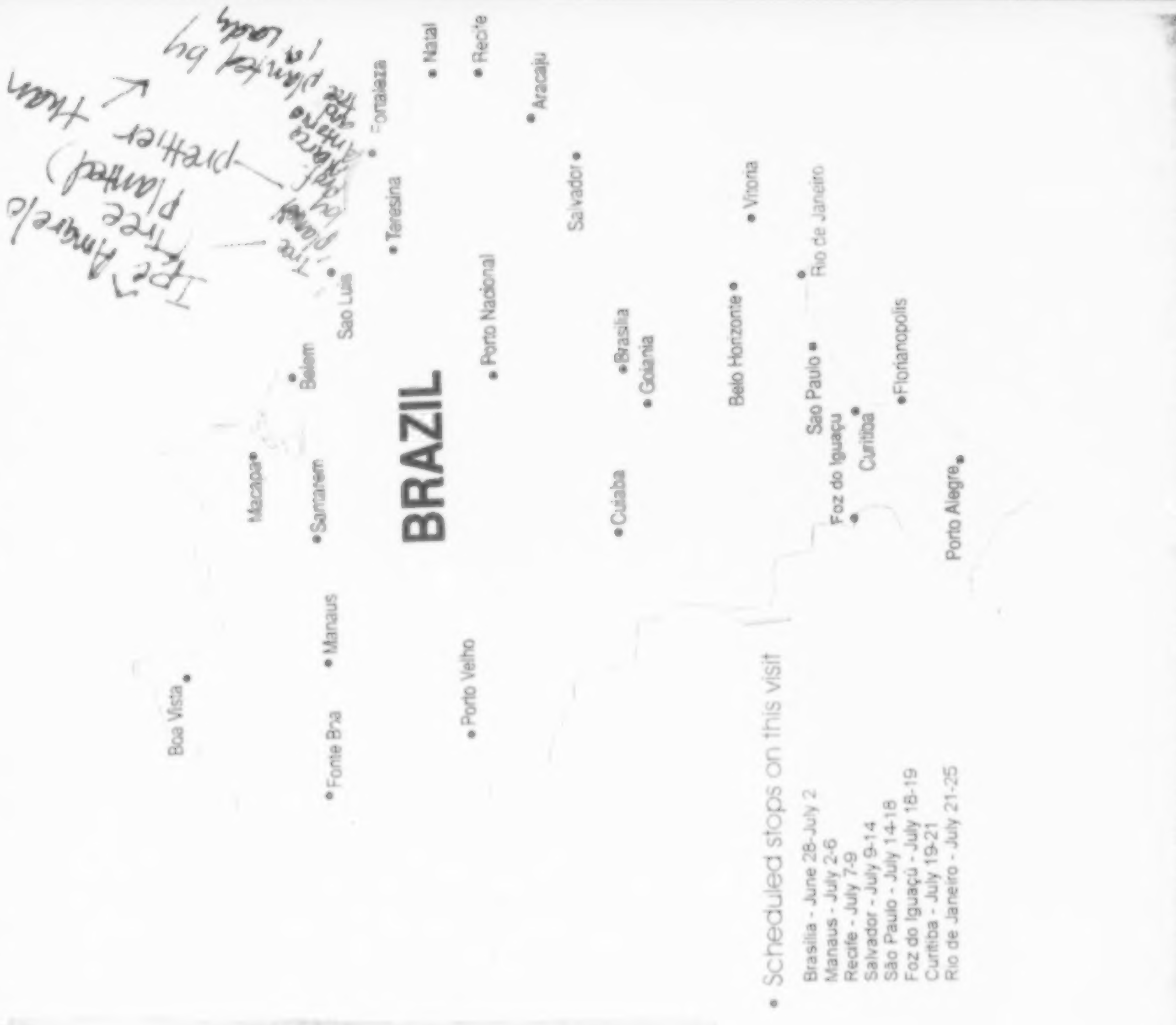
back to the Cedar Falls Public Library Youth Homepage

Fulbright Project 1998

Ruth Fishman

Included:

Journal pages created in Brazil (edited)
Introduction
Lesson
List of slides and related information


BRAZIL
Boa Vista
Macapa
Belem
Sao Luis
Fortaleza
Natal
Recife
Teresina
Aracaju
Salvador
Manaus
Santarem
Fonte Boa
Porto Velho
Porto Nacional
Cuiaba
Brasilia
Goiania
Belo Horizonte
Vitoria
Rio de Janeiro
Sao Paulo
Foz do Iguaçu
Curitiba
Florianopolis
Porto Alegre
Ipe Amarelo
Tree planted
prettier than
Tree planted by Prof. Marco Antonio
the tree planted by 1st Lady

• Scheduled stops on this visit

Brasilia - June 28-July 2
Manaus - July 2-6
Recife - July 7-9
Salvador - July 9-14
São Paulo - July 14-18
Foz do Iguaçú - July 18-19
Curitiba - July 19-21
Rio de Janeiro - July 21-25

**GUEST LIST FOR THE "WELCOME GET-TOGETHER"
IN HONOR OF THE
PARTICIPANTS IN THE 1998 USED SUMMER SEMINAR**

**Hosted by Ionis and Prof. Marco Antônio
Sunday, June 28, 1998 - 18:00
SHIN -QI 16, conjunto 5, casa 21 - Lago Norte - Tel: 577-4091**

Vegetable Soup
Corn Chowder
Bread
Corn on Cob/Grilled
Tomales
Salad
Chicken Casserole
Liver and Onions

Lime Drink
Popcorn
Peanuts
Fudge
Peanut Brittle
Chocolate cookies
Sweet Cocoa Drink
Candy

USED Summer Seminar Grantees

Mrs. Lara Bodie
Ms. Leslie A. Bozeman
Ms. Salema Dawson
Ms. Christina DeLaurentis
Mr. John A. Ehresman
Ms. Mary S. Vaughn
Ms. Ruth S. Fishman
Ms. Jill A. Fraker
Ms. Sarah A Geisler
Ms. Holly H. J. Kim
Ms. Mary C. Primiano Leonard
Mr. Michael J. Lynch
Mr. Charles B. Mercer
Ms. Diane E. Mercomes
Mr. Stephen S. Mucher
Ms. Gail Rumph
Ms. Nancy Silva
Ms. Kathleen Vaughn Wright

BEST COPY AVAILABLE

SOCCER

R$ 6.00
9
6.000
COPA

27/June Brazil beats Chile

Ronaldinho (like Pelé!) THE BEST!! ANDERSON

"UNBEATABLE?!" TIME MAGAZINE

Brazil vs Holland TUESDAY JULY 7, 1998

"SOCCER IS GOOD FOR THE BRAZILIAN SPIRIT BUT NOT FOR THE ECONOMY" JEFFERSON OLIVEIRA

All stops in Manaus!!

Friday July 3 Brazil plays Denmark

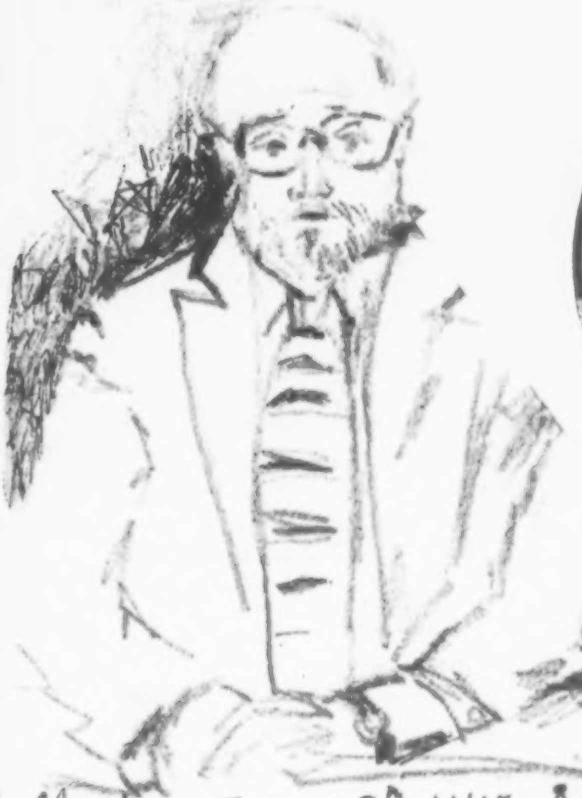
BRAZIL IS A SOCCER LEAGUE – More debate in soccer than Government

John Dwyer
American Embassy

BEST COPY AVAILABLE

"The prospect of representing the United States in an important country like Brazil is exciting..."

Diversity is Differences.....
Color
Gender
Economics



John Dwyer
American Embassy
Public Affairs Officer
"Change"
Chairperson of the
Fulbright Commission
Board

Monday, June 29th 11:15 American Embassy
Teachers as links to people.... How to make your role come alive....
Distance Learning—
Brazil has National test on standards and Measurements for Teachers
Whats the relationship between School and community?
Values from family and School should be one and same

MELVYN LEVITSKY
U.S. Ambassador
to Brazil

Leaving 17th of July!

45%-55% — people of color

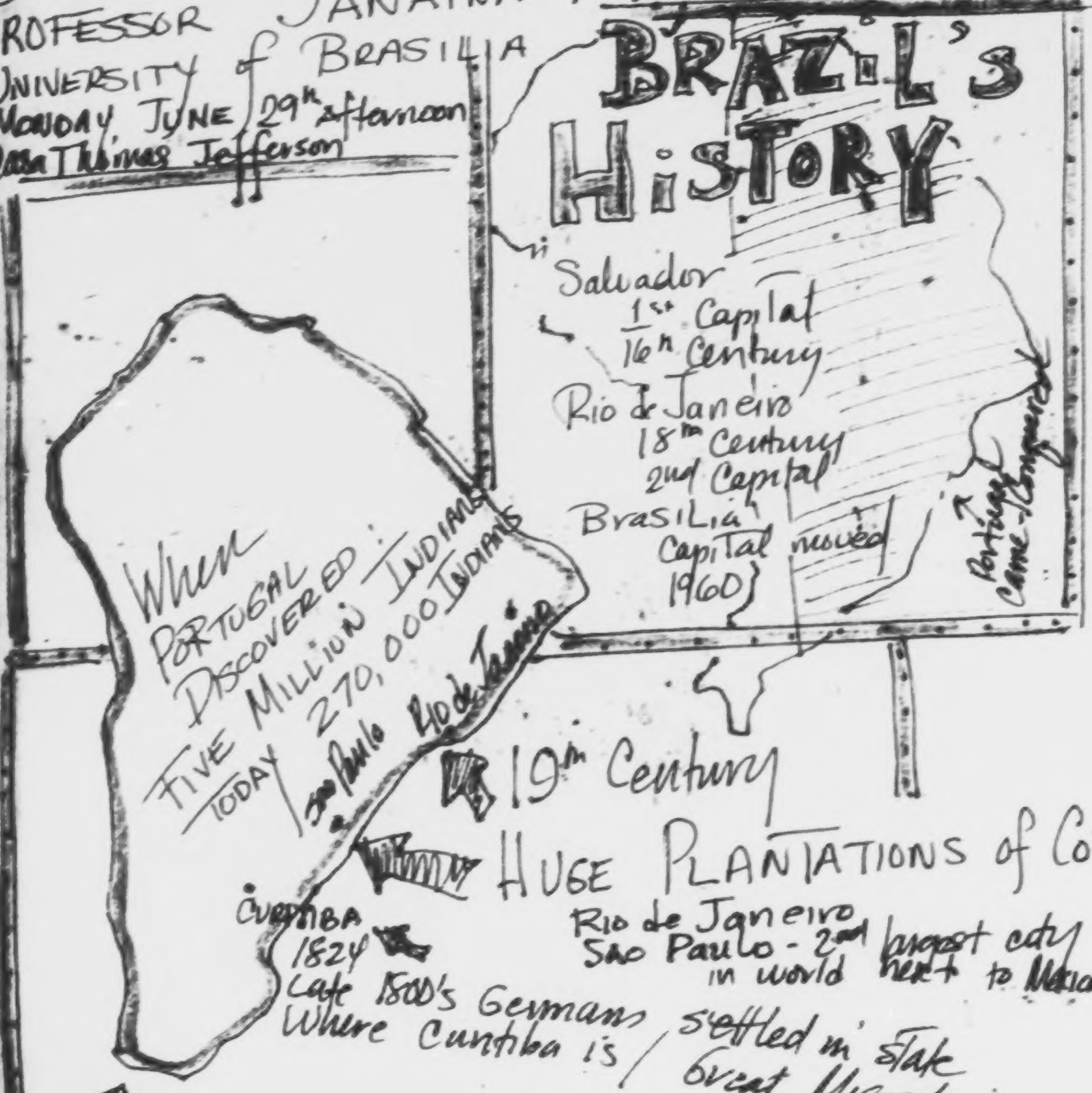
A BRAZIL IS A COUNTRY IN BASIC DENIAL!
Jesse Jackson

Related to Question on Diversity in BRAZIL

BEST COPY AVAILABLE

PROFESSOR JANAINA AMADO
UNIVERSITY of BRASILIA
MONDAY JUNE 29th afternoon
Casa Thomas Jefferson

BRAZIL'S HISTORY



Salvador
1st Capital
16th Century
Rio de Janeiro
18th Century
2nd Capital
BrasiLia
Capital moved
1960

When
PORTUGAL
DISCOVERED:
FIVE MILLION INDIANS
TODAY 270,000 INDIANS

19th Century
HUGE PLANTATIONS of COFFEE
Rio de Janeiro
Sao Paulo - 2nd largest city
in world next to Mexico City

CURITIBA
1824
Late 1800's Germans
Where Curitiba is / settled in state
Great Migration...

165,000,000 population today
20% Afro Brazilian
Major Force on Culture

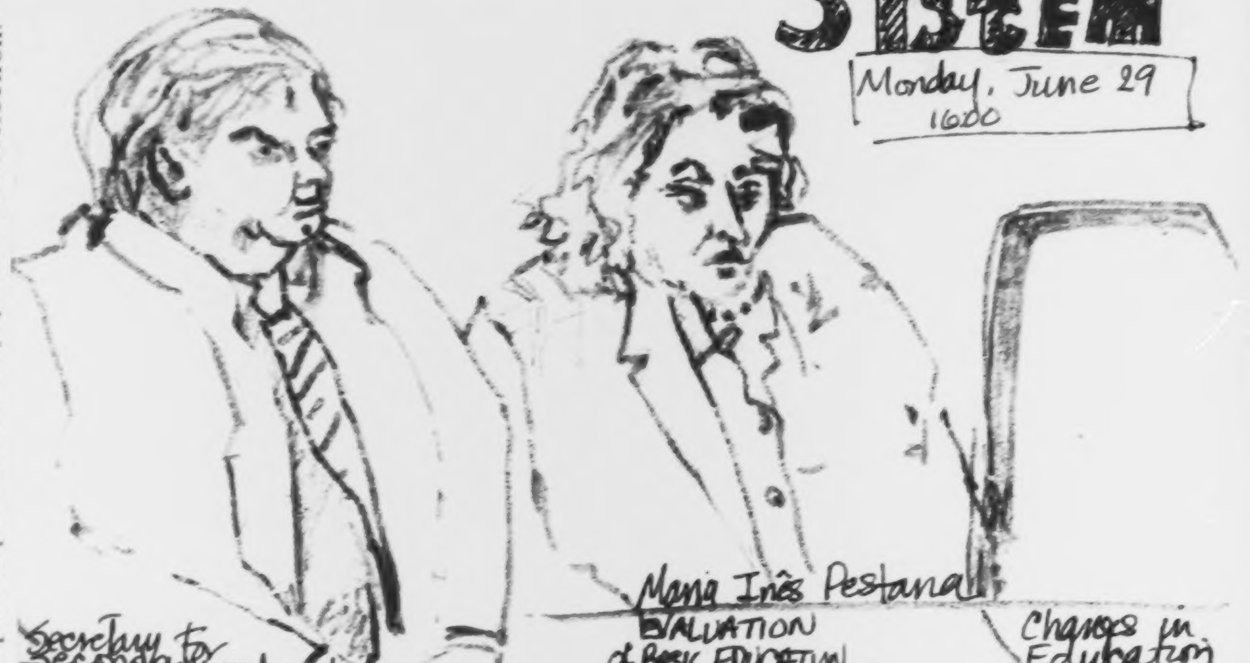
ASIANS - Sao Paulo -
Largest Japanese pop outside Tokyo

1888 ABOLITION OF SLAVERY
Democracy, Democracy
1930 MODERNIZATION Factories Factories Factories

NOW NO INFLATION... ECONOMIC STABILITY FOR FOUR YEARS... PRESIDENT FERNANDO HENRIQUE CARDOSO

Brazilian Educational System

Monday, June 29
1600



Maria Inês Pestana
EVALUATION
of BASIC EDUCATION

Secretary for
Secondary Education
Roy Leite
Berger

Elementary Schools .. very poor
States put 25% of money in Education...
Problem is how it is used........
May build a bridge in front of the school
South of Country - more educated

Charges in
Education
going very
quickly
President
Clinton
visited!

" BRAZIL HISTORY - GOOD LAWS AND
BAD PRACTICE"
Maria Helena Guimarães de Castro

he ional System for the Evaluation of Basic Education - Maria Inês Pestana
15)

Students could repeat grades for many years based on socio economic discrimination - Is importance for evaluation/testing — There is deep inequality in the educational system

Curricular Guidelines for Secondary Education (proposal) - Ruy Leite Berger
min.)

Contextualization - Teach secondary education through day by day activities... 1996 - sec. ed. broke away / Preparation for work comes afterwards

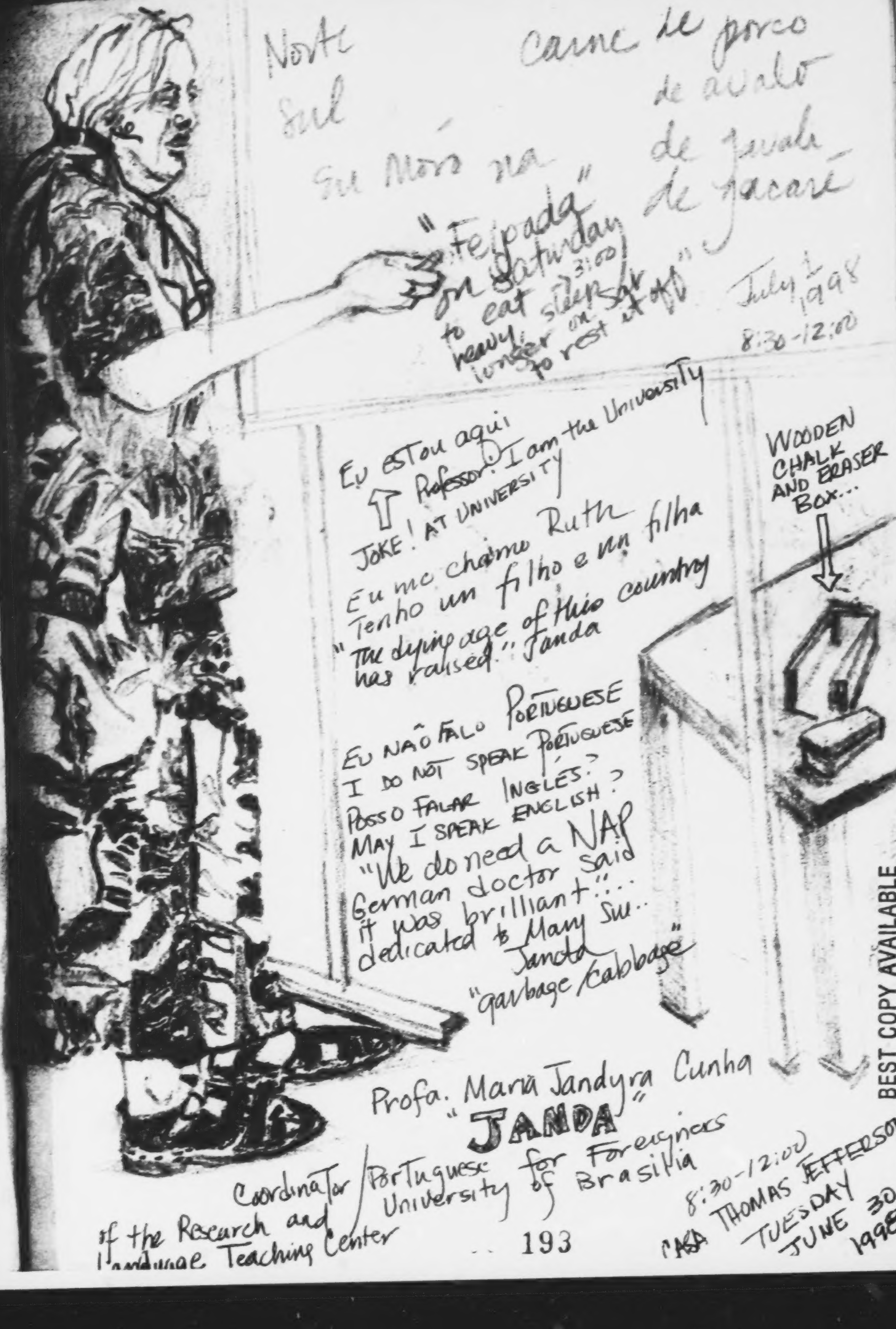
Math skills
decrease with
age... for your
information I
am 54 years
old so just
imagine where
I am....

Prof. Marco Antônio
da Rocha

The teaching of Art encompasses production, enjoyment and reflection.

U.S. Department of Education Summer Seminar on
Education, Diversity and Citizenship in Brazil

BEST COPY AVAILABLE



Norte
Sul

Eu Moró na

Carne de porco
de avalo
de Javali
de Jacaré

"Feijoada"
on Saturday
to eat 3:00
heavy sleep
longer on Sat
to rest it off"

July 1
1998
8:30-12:00

Eu estou aqui
Professor. I am the University
⇧ JOKE! AT UNIVERSITY

Eu me chamo Ruth
Tenho un filho e un filha
"The dying age of this country has raised." Janda

Eu não falo Portuguese
I do not speak Portuguese
Posso falar Inglés?
May I speak English?
"We do need a NAP
German doctor said
it was brilliant!...
dedicated to Mary Sue..
Janda
"garbage/cabbage"

WOODEN
CHALK
AND ERASER
BOX...

Profa. Maria Jandyra Cunha
"JANDA"
Coordinator of the Research and Language Teaching Center / Portuguese for Foreigners
University of Brasilia

8:30-12:00
CASA THOMAS JEFFERSON
TUESDAY
JUNE 30.
1998.

BEST COPY AVAILABLE

Prof. Antônio Jorge Rocha

“Brazil and the Int'L Scenario”

01 JULY
Wednesday
1:30

Futuristic Thinking
is New —
A Real Change
You have not only
differences in
geography but still
some people live as
their ancestors did....
'BIG CONTRASTS'
“No ONE SLEPT!!”
THIS IS A VICTORY . . .

Officially, the country has interests all over the world and friendly relations with al countries. It has been formed by distinct races and cultures; it respect internationa regimes and laws;
Brazil is a developing country, with economic relations with countries dispersed i geographical terms. it is frequently seen as a global trader, perhaps a global player. It interests are crescently focused on MERCOSUR;
Officially it is prepared to “ face its responsibilities in the international realm”.

Official speeches have great coincidence with academic perceptions. Brazil's economic significance augments in the international context: it takes part into OCDE's committees; it is seen as a candidate for a permanent seat in the Security Council; it is part of as number of international organization, particularly those related with economic and environmental issues (UNCTAD, WTO; Rio 92; Rio + 5, Kyoto); it plays a special role within MERCOSUR, in the Rio Group and in the negotiations for the FTAA; it has closer connections with the US (Presidents met in Camp David) and with England (just before the Group of 8 Meeting); it promotes economic stability and regional norms which serve as a means to foster economic development

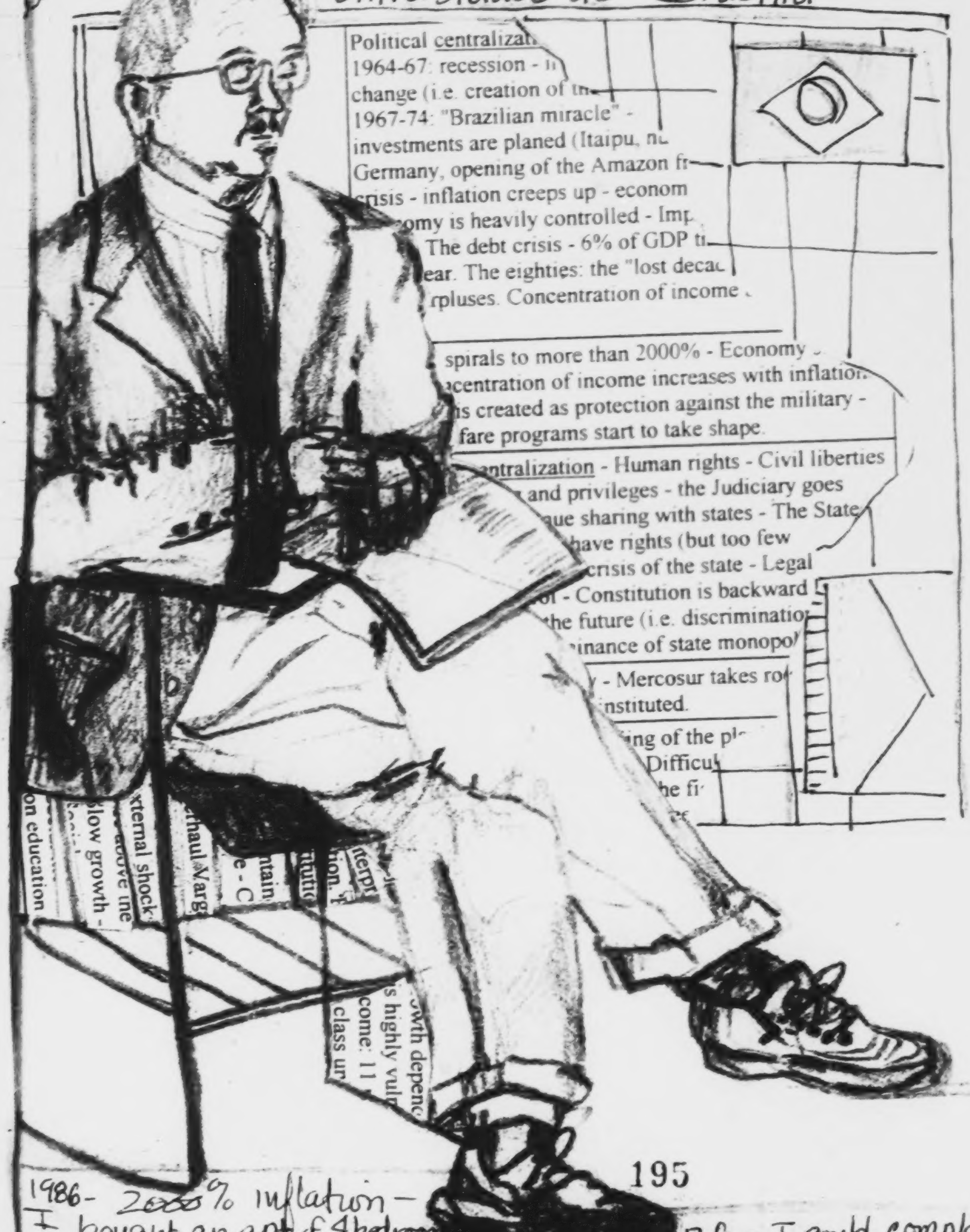
Brazil is a developing country, with economic relations with countries dis geographical terms. it is fre seen as a global trader, perhaps a global pl interests are cresc international realm”
Officially it
perception

BEST COPY AVAILABLE

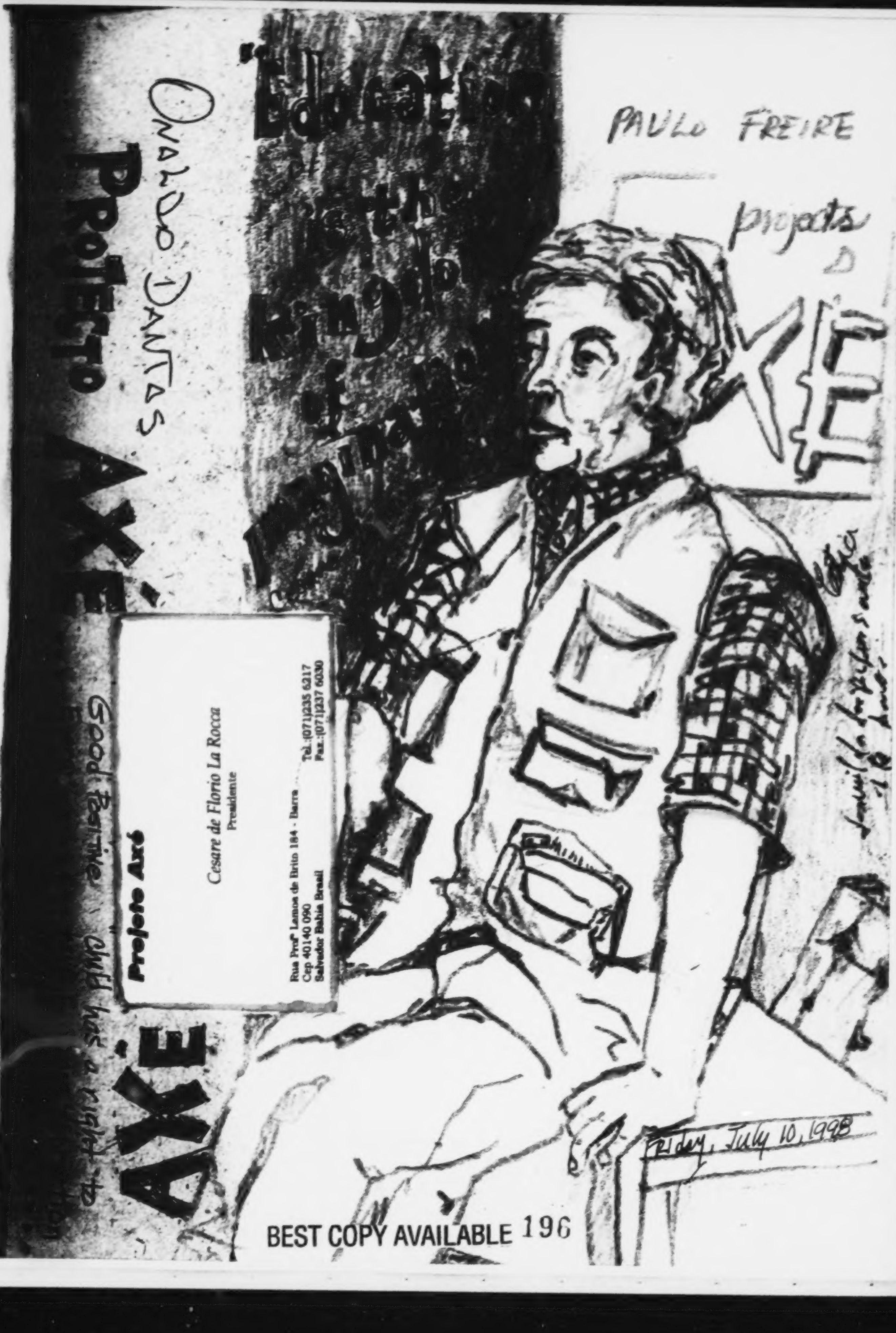
July 1
Wednesday
3:30
150 Thomas Jefferson

Prof. Aercio Cunha

Departmento de Economia
Universidade de Brasília


Political centralizat
1964-67: recession - ir
change (i.e. creation of th
1967-74: "Brazilian miracle" -
investments are planed (Itaipu, nu
Germany, opening of the Amazon fr
crisis - inflation creeps up - econom
omy is heavily controlled - Imp
The debt crisis - 6% of GDP tr
ear. The eighties: the "lost decac
rpluses. Concentration of income
spirals to more than 2000% - Economy
centration of income increases with inflation
is created as protection against the military -
fare programs start to take shape.
ntralization - Human rights - Civil liberties
and privileges - the Judiciary goes
nue sharing with states - The State
have rights (but too few
crisis of the state - Legal
- Constitution is backward
the future (i.e. discriminatio
minance of state monopol
- Mercosur takes ro
nstituted.
ing of the pl
Difficu
he fi
on education
slow growth -
xternal shock
above the
thaul Varg
e - C
ntain
ion.
nterpr
owth depenc
s highly vuln
come: 11
class un

1986- 2000% inflation—
I bought an apt of 4 bedroom Before I could complete the sale I could afford only a 2 bedroom apt. and next and finally

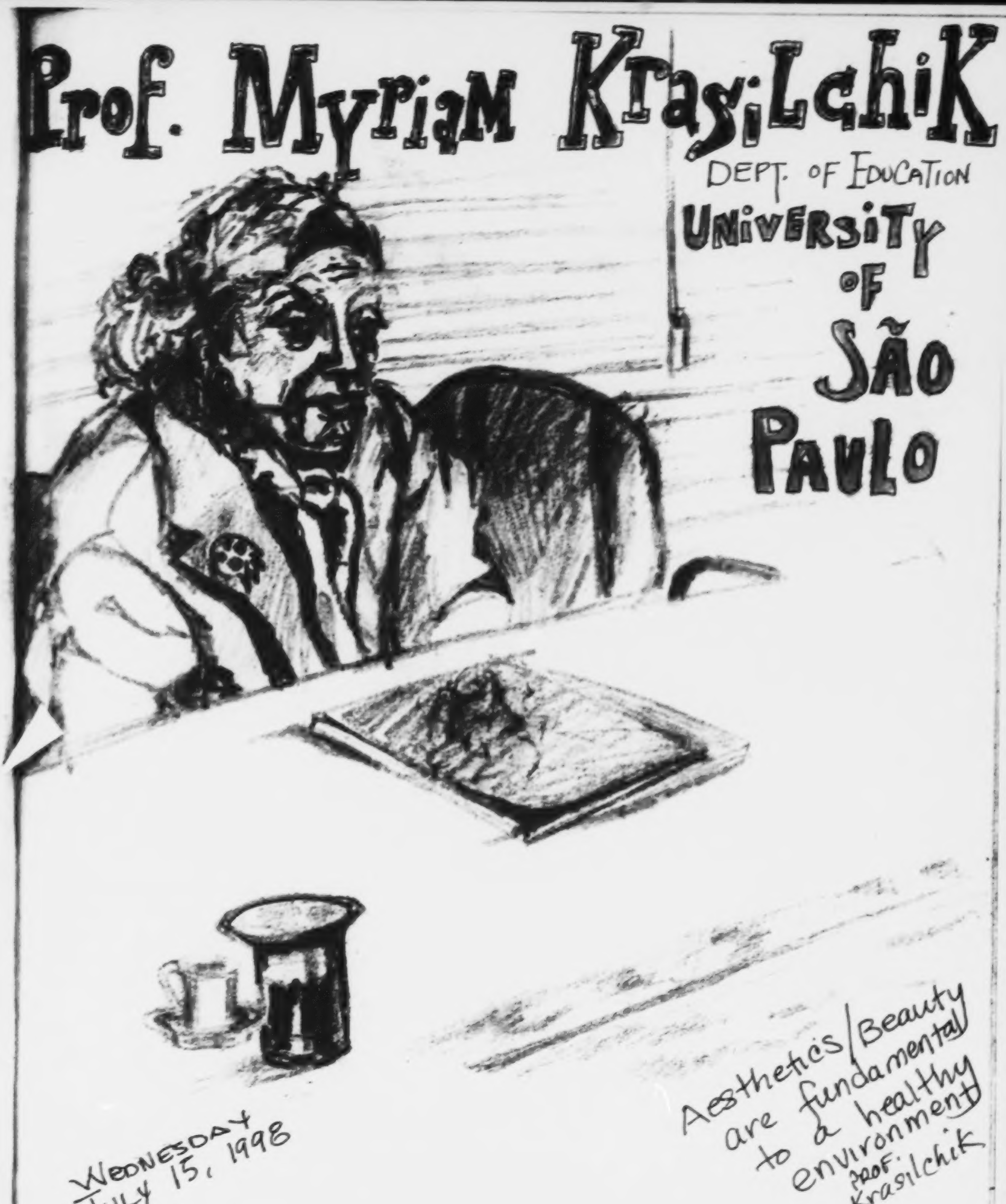

PAULO FREIRE
projects
AXÉ
Education is the king of
PROJETO AXÉ
ONALDO DANTAS
AXÉ
Good positive child has a right to
Friday, July 10, 1998

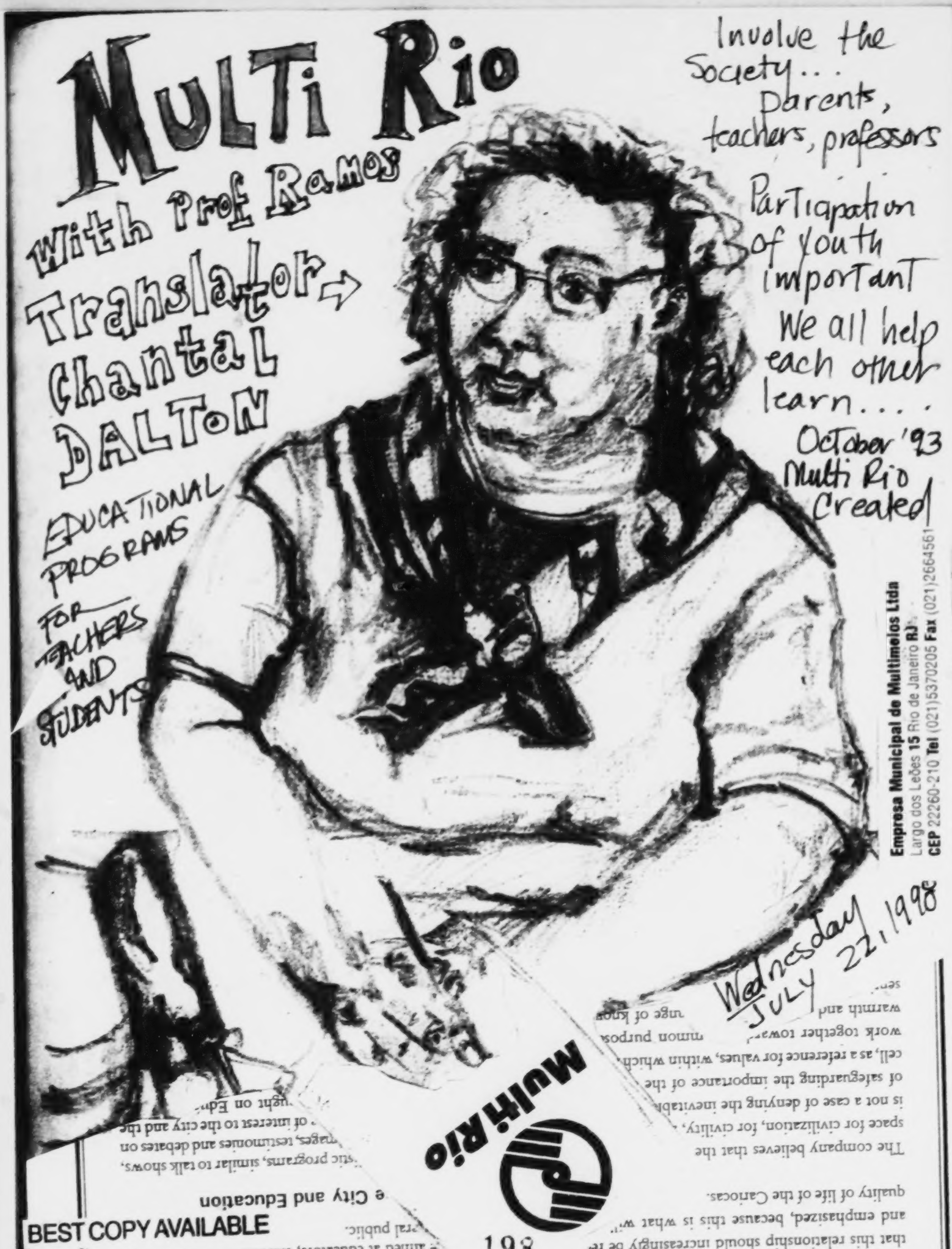
Projeto Axé

Cesare de Florio La Rocca
Presidente

Rua Profª Lemos de Brito 184 - Barra
Cep 40140 090
Salvador Bahia Brasil

Tel.:(071)235 6217
Fax.:(071)237 6030


Prof. Myriam Krasilchik
DEPT. OF EDUCATION
UNIVERSITY OF SÃO PAULO
WEDNESDAY JULY 15, 1998
Aesthetics/Beauty are fundamental to a healthy environment
PROF. Krasilchik


MULTi Rio
With Prof Ramos
Translator→
Chantal
DALTON
EDUCATIONAL PROGRAMS
FOR TEACHERS AND STUDENTS
Involve the Society... parents, teachers, professors
Participation of youth important
We all help each other learn....
October '93 Multi Rio Created
Wednesday JULY 22, 1998
MultiRio
Empresa Municipal de Multimeios Ltda
Largo dos Leões 15 Rio de Janeiro RJ
CEP 22260-210 Tel (021)5370205 Fax (021)2664561

MULTIRIO is a COMPANY "OF THE CITY FOR THE CITY", whose work is founded on the premise that City and Education constitute an inseparable relationsh… that this relationship should increasingly be re… and emphasized, because this is what wi… quality of life of the Cariocas.

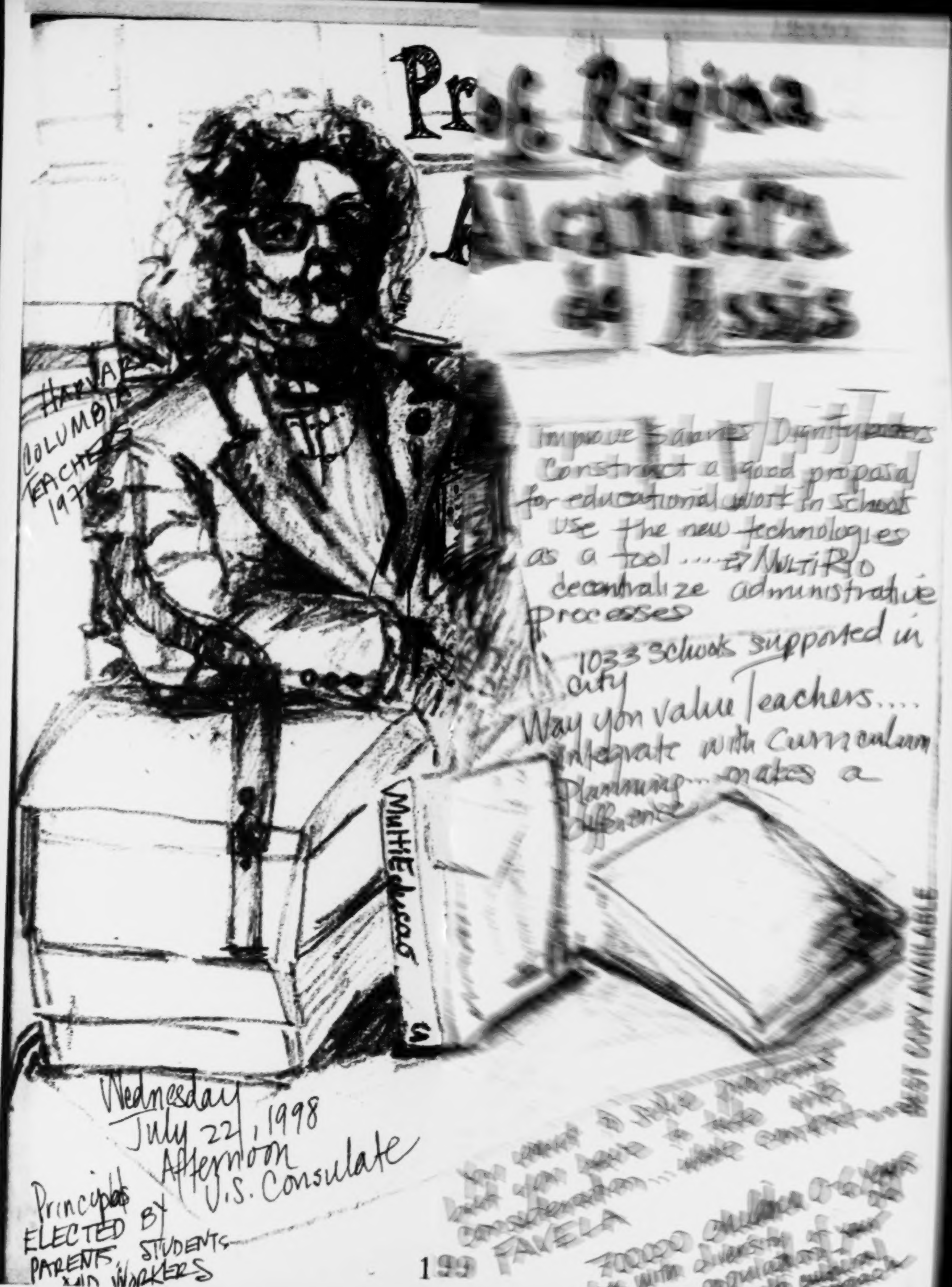
The company believes that the space for civilization, for civility, … is not a case of denying the inevitab… of safeguarding the importance of the … cell, as a reference for values, within which… work together towa… mmon purpos… warmth and … nge of kno… se…

The company produced, and pos… two years, 19 television series, with more than 500 programs. Documentaries, drama, animation, journalism …ction are used in the production of the programs, … aimed at educators, children and adolescents, …ral public.

…e City and Education

…stic programs, similar to talk shows, …ages, testimonies and debates on …f interest to the city and the …ught on Edu…

BEST COPY AVAILABLE



Prof. Regina Alcantara de Assis

Improve Salaries / Dignify teachers
Construct a good proposal for educational work in schools
use the new technologies as a tool ... ⇒ MULTIRIO
decentralize administrative processes

1033 schools supported in city

Way you value Teachers ....
integrate with Curriculum Planning ... makes a difference

Wednesday
July 22, 1998
Afternoon
U.S. Consulate

Principals ELECTED BY
PARENTS, STUDENTS
AND WORKERS

You want to take [illegible]
but you have to take into
consideration ... [illegible]

FAVELA

700000 children 0-6 years
[illegible] with diversity of [illegible]
[illegible] population
multi cultural approach

BEST COPY AVAILABLE

The Art of Brazil... A Celebration of it's Diversity... People, Geography and Way of Life

The focus of this presentation and dialogue with students will be on 20th century artists of Brazil, their influences past and future. A series of slides from art work will be shown which portray the land, the diversity of the people from indigenous Indians to the influx of Europeans, Asians, and Africans and their influences. Additionally students will examine the artistic styles in the paintings from the folk to the European. Elements of art and organizational principles of design will also be explored.

Within the International Baccalaureate art program at my school, the research workbook/journal is an integral tool used by students to respond to art history and multicultural studies in the arts. The teacher having created journal pages in Brazil, will encourage students to portray the art and culture of Brazil in their journals.

This project will focus on portraying the Brazilian spirit in the art and culture classroom. Slides, artifacts, and the journal experience will serve to engage the students in the diversity of the Brazilian Culture. In particular the visual arts will be emphasized in the project.

Lesson- Slides from Brazilian Works of Art

Objectives:

- To become familiar with 20th century artists of Brazil
- To gain insight into the diversity of the people, land and customs
- To explore the multicultural influences of the Brazilian artists
- To analyze the works of art according to style and design

Strategies:

The teacher will provide a background on Brazil by explaining information pertinent to the journal pages created during the Fulbright. This will focus on geography, soccer as a part of the culture, language, economics and the lifestyle.

Slides of the twentieth century artists will be presented with the students discussing the art forms and their relationship to the life in Brazil.

Journal pages will be created by students responding to the information discussed and to the slide of art works presented.

Materials:

Slides (see the following pages)

Books:

1. Brazil Through its Artists- Dept. of Documentation & Publishing of the Ministry of Education and Culture
2. Coleção Mario De Andrade Artes Plásticas- Instituto de Estudos Brasileiros Universidade de São Paulo, 1998

Artifacts Acquired in Brazil

1. Banner

2. Crafts
3. Maps
4. CD's
5. Newspapers
6. Magazines

Evaluation:

Did the students ask questions expressive of the relationship between the slides of art works and the information presented on Brazil?

Did the students analyze the works based on European influences in art history, and artistic elements of design?

Did the students see examples of the land, people and customs as expressed in the works of art?

Slides of Art Work

1) Rosina Becker do Valle
   "Tribute to Ogum" 1978
      - Devoted to the primitive style
      - Truth of expression
      - Considered one of Brazil's most important painters
      - Story telling, detailed, instinctive composition
2) Orlando Teruz
   "Frevo"
      - Color and luminosity
      - Influence of Cubism
      - Subject of cockfights, regional dances
      - A vision about Brazilian art after 1922 exhibition (discuss relevance to Brazilian art history)
3) Hilda Helena Eisenlohr Campofiorito
   "Buck Makers"
      - Social commentary
      - Expresses the ancient method of making bricks
      - The pressure of industrialization suffocating manual work in society
4) Candido Portinari
   "Prospecting"
      - Most important painter
      - Fresco
      - Concerned with value of work and natural resources
      - Focuses on basic themes of natural economy: i.e. sugar cane harvest, coffee production, prospecting
5) Candido Portinari
   "The Sugar Cycle"
      - Portrays one foundation of country's economy
      - Frescoes or riches of Brazil
      - Relationship between man and natural riches, human labor and nature
6) Manaba Mabe
   "Still Life" of Brazilian fruit
      - Diversity of people and influences on art
      - Expresses cultural heritage of Japanese influences though style of painting
      - Abstractionist in style
      - 1959-Best National Painter- Sao Paulo Biennial
7) Jose Pinto
   "Alligator in the Swamp"
      - Brazilian primitive art
      - Sense of humor
      - Color and popular cultural themes are important

8) Antonio Maria
  "Eternally Remembered"
    Theme of painting is a popular religious sculpture
    Color important to visual presentation
9) Glauco Rodrigues
    Mixture of classical images of Brazilian painting of the past together with the trivial images of natural life
10) Ivan Marquetti
  "Street of Bitterness"
    Slave masters lived on this street
    Sense of time standing still
    Concerned with the landscape of Brazilian interior
    Alcantara has a feeling of magic and dreams
11) Alberto da Verga Guigrard
  "Landscape of Sabará"
    Linked to landscape of Minas Gerais
    Educated in Germany and brings influences to his paintings
    Entered Brazilian movement 1929
    Landscapes have childlike purity
12) Joan Fahrion
  "Interior with Figures"
    Spent almost entire life in Porto Alegre
    Realistic but simplified
13) Sebastiao Januario
  "The Rubber Gatherer"
    Amazonia Rubber gatherer
    Strong outline
14) José de Dome
  "The Fisherman"
    Art has primitive origins
    Considered one of most important artists today
    Master of color and loose brush strokes
    Street he now live on in Rio bears his name
15) Sjanira de Monta e Silva
  "Procession- Festival of the Holy Spirit"
    Documentation of the nations festivals, customs, and landscapes
    Painting shows the commemoration of the festival of the Holy Spirit
    Subjects: flags, doves, typical dress
16) Lia Mittaragus
  "View of Gia Vota"
    Paqueta Island- a tourist and recreation haven

Blue of sky and sea, gold of earth come together to form the ideal happiness and peace of beauty of land

17) Mario Mendonca
  "Trees of Tiradentes"
    Historic city in Minas Gerais
    Religious theme- scenes of passion
    Dramatic color
    Composition based on form & color
    Ground lines form crosses with trunks of trees

18) Ruben Esmanhotto
  "Maison Bleue"
    Painting relies heavily on design for composition… verticals, horizontals, diagonal lines and shapes
    Theme is the city of Curitiba
    Shows desolation in the city with the elimination of representation of the figure

19) Carlos Bracher
  "Stations of the Cross and Church of out Lady"
    Buildings are strong and express authority
    Light and shadow
    Church theme

20) Dario Vitares Barbosa
  "Urban Language"
    Dehumanization of the landscape
    Forerunner of realistic cultural landscape movement
    Denounces suffocation of vegetation from urban construction

21) Hecotr dos Prazes
  "Rio de Janeiro"
    Themes of hllside slums
    Popular festivals, Africans
    Simplicity of style
    Idealistic view of slum

22) Joao Henrique
  "Plantation de Canne a Sucre Campos"
    Beauty and perfection
    Sugar cane plantation
    Uses color to create unity in composition
    Shows interior land of Brazil
    Tries to make region look like paradise

The information for these slides was taken from the book, Brazil Through It's Artists.

Slides of Art Work

1) Rosina Becker do Valle
"Tribute to Ogum" 1978
2) Orlando Teruz
"Frevo"
3) Hilda Helena Eisenlohr Campofiorito
"Buck Makers"
4) Candido Portinari
"Prospecting"
5) Candido Portinari
"The Sugar Cycle"
6) Manaba Mabe
"Still Life" of Brazilian fruit
7) Jose Pinto
"Alligator in the Swamp"
8) Antonio Maria
"Eternally Remembered"
9) Glauco Rodrigues
10) Ivan Marquetti
"Street of Bitterness"
11) Alberto da Verga Guigrard
"Landscape of Sabará"
12) Joan Fahrion
"Interior with Figures"
13) Sebastiao Januario
"The Rubber Gatherer"
14) José de Dome
"The Fisherman"
15) Sjanira de Monta e Silva
"Procession- Festival of the Holy Spirit"
16) Lia Mittaragus
"View of Gia Vota"
17) Mario Mendonca
"Trees of Tiradentes"
18) Ruben Esmanhotto
"Maison Bleue"
19) Carlos Bracher
"Stations of the Cross and Church of out Lady"
20) Dario Vitares Barbosa
"Urban Language"
21) Hecotr dos Prazes

"Rio de Janeiro"

22) Joao Henrique
"Plantation de Canne a Sucre Campos"

Brazil:
Beauty in Diversity

Jill Fraker
314-72-0979
Fulbright-Hays
Summer 1998

Last summer I traveled with a group of educators from the United States to Brazil. We traveled for a month, from the end of June through the end of July, to eight different cities in South America's largest country. It is an experience I will never forget and a land to which I am longing to return. I would like to share some of that experience with you and tell you what I learned about this diverse land and its people.

My trip officially began after seventeen hours of flying. Although there were a few American businessmen on the plane, most of the people were Brazilians. Right from the start they made me feel comfortable. They were friendly and warm. They asked me all sorts of questions about my itinerary and tried to help me with my Portuguese. Almost everyone I met spoke some English. And I am sad to report, that all of them spoke much more of my language that I did of theirs.

After going through customs and changing planes in Sao Paulo, I arrived in Brazil's capital city, Brasilia. Brasilia has a unique, albeit brief history. Built in less than three years, Brasilia succeeded Rio de Janeiro as the capital on April 21, 1960. It was built, in part, to open up the vast interior of the country. The city is laid out like a plane with one straight east-west axis and one axis that curves north-south. There are strict divisions in town between different functions, like housing, business, government, hotels, etc.

During my time in Brasilia I was oriented to Brazil, attending lectures in history, economics, politics, geography as well as Portuguese language classes. Let me share some of what I learned with you.

Brazil has five main regions. The north or Amazonian region accounts for 42% of the country's total area and is home to the tropical rainforest. The northeast is home to the majority of Brazil's Afro-Brazilian population. The southeast is the most prosperous and populous region. The south has a moderate subtropical climate and is home to many European immigrants. The middle west is the most sparsely populated part of the country.

Indians originally inhabited Brazil. Later came the Portuguese conquerors, African slaves and then immigrants from many European nations. The various races have only rarely remained pure and the majority of the country is of mixed race. From the mingling of the three principal races (Indian, African and European) comes some of Brazil's vitality. There is a social hierarchy that takes into account, among other things, skin color. Distinctions are made between mulattos (mixed white and black), mestizos (mixed white and Indian and the rarely found cafuzos (mixed Indian and black).

Brazilian economy is largely based on agriculture. Tied with Canada, Brazil is second only to the United States in food production. Important export crops are coffee, sugarcane, cocoa and soybeans. Other important crops are cotton, tobacco and tropical fruits. In fact, Brazil is the world's largest producer of orange juice. Brazil's economy is also supported by its tourism industry. Having warm weather and hundreds of miles of beautiful beaches sure doesn't hurt.

Brazil is proud of its famous citizens like architects Lucio Costa and Oscar Niemeyer. They designed buildings in Brazil and around the world. Known for her elaborate costumes and hats with fruit, Carmen Miranda was a singer, a dancer and an actress. Do you know whom Edson Arantes do Nasciniento is? Would it help if I called him Pele? Still enormously popular, Pele is thought to be the greatest soccer player ever.

While still in Brasilia, I also saw both public and private schools. I dined in restaurants, school cafeterias and Brazilian homes. My first shopping adventures were in Brasilia. I was also fortunate to be there in late June, when the Brazilians were still celebrating several saints' days. This time is called the June Festivals and celebrates St. Anthony, St. John and Ss Peter and Paul. Small colorful pennants were strewn all over. Bonfires were set and special foods were eaten during this time.

In Brasilia I got my first taste of the lack of pedestrian rights one will find in Brazil. There are very few crosswalks and people drive very quickly. Joggers beware!

From Brasilia we flew a great distance to the state of Amazonia and to an industrial city called Manaus. Coming from Arizona, I stepped of the plane into what I thought was a sauna. I can't bear to think of what it would have been like if this trip had occurred in their summer. Brazil and the United States have their seasons reversed because one in is the Northern Hemisphere and one is in the Southern Hemisphere.

As the Amazon region has been developed, a few seaport cities have emerged as commerce centers. Manaus and Belem are the largest. While there we visited a preserve area where research is done on animals indigenous to the area with specific attention paid to the manatee. We also had a question and answer session with university professors (recently off strike) about the challenges of education for the indigenous population of Brazil. While in Manus I was initiated in the frenzied brotherhood known as soccer. GOOOOOOOOOOAL! Forget about getting anything done during a soccer match. Business life comes to a standstill as every Brazilian eye is glued to a TV screen.

But Manaus was special to me for another reason. It was the launching point for our trip into the rainforest. We boarded a boat and chugged down the Rio Negro for a few hours until we were far away from city life. The Rio Negro gets its name from the dark color of the water created by the pH level of the water that continually churns decaying matter at the river bottom. With the slight wake that the boat was creating, you would think you were riding on a sea of rootbeer.

The rainforest was spectacular. There is so much wonder and mystery, so much to understand and to respect. Our guides during this time were Portuguese Indians intimately familiar with life on the river and in the jungle. We went fishing for piranha with bamboo poles and small chunks of meat. I tried it later that night at dinner. It was quite good. When the sun goes down, the alligators come out. We saw a few large ones and our guide was able to grab a young alligator right out of the water.

During the daylight hours we could hike in the jungle. Our guide stopped at different plants to explain (through an interpreter) the medicinal purposes of the leaves, bark or tree sap. A woman in our group had her case of Boston poison ivy cured with Brazilian rainforest tree sap. Another plant had leaves that we crushed up and rubbed on our arms and necks because the juice from its leaves is a natural insect repellant.

The Amazon is home to much controversy concerning mining rights, the indigenous population and destruction of the rainforest. Manaus if a free trade zone and has industry that does not deplete natural resources. Other areas in the Amazon however do not and must sell natural resources to survive economically. Rainforest soil only provides physical support for the trees. The lifecycle of the rainforest is supported from the canopy to the ground – not below ground. Once the trees are gone a process called desertification begins and the land dries up and becomes useless. Indians and settlers cannot live or make money off of the soil once the trees are gone so they have to cut down more trees. It is a vicious cycle.

So far we had seen the interior of the country and the Amazon region. We headed next for the Northeast coast and the resort atmosphere of Recife. This was my first view of the southern Atlantic Ocean. Our stay in Recife was brief but did include a visit with the Pernambuco State Secretary of Education and a panel discussion on education with educators from both countries. Like the distance learning conference in Brasilia, we wore headphones while listening to translations of the Portuguese questions and answers.

The Brazilian educational system is set up with some similarities to ours and with some striking differences. The school year begins in February (but with a break for Carnival) and runs until the "winter" break in July. It commences again in August and is closed in December and January for "summer" vacation. School is four hours per day with no specials. Most schools run two or three sessions per day. Teachers often work at more than one school. There are no team sports or clubs, no extracurricular activities. Schools may have two or three shelves of books, but they are usually locked in the principal's office. Even high schools and universities have very weak collections. The average Brazilian spends four years in school, but many of them spend those four years repeat the same grade again and again. Retention is accepted as normal and one might see a primary classroom with six year-olds and sixteen year-olds.

We also saw our first bi-national center. A bi-national center is a place where Brazilians can take English classes, celebrate American holidays, and access information on travel/scholarship opportunities in the United States. They are popular places and every major city has one.

Traveling by van a few hours toward the interior of the state, we were able to visit a sugarcane plantation. We were there to see an adult literacy program. After viewing classes (taught almost exclusively to males), we celecrated with music, samba dancing and a buffet table filled with homemade delights made primarily from sugarcane.

A trip to Brazil wouldn't be complete without mentioning a drink called caipirinha, which is made from liquor distilled from sugarcane. It is similar to a margarita, but very strong and as you might imagine – sweeter.

Salvador, the capital city in the state of Bahia and former capital of colonial Brazil, was our next stop in the northeast. It is a fabulous coastal city with an interesting history. For three centuries it was the principal port for the import of African slaves. The African influence here is evident in many forms – music and dance, religious cults and cuisine heavily laced with palm oil.

The influence of the African culture is strongest in the musical field, especially in religious ceremonies like in condomble. Slaves, whose owners expected them to practice Catholicism, disguised worship for their African deities. They also concealed a martial art called capoeira. Typical instruments used in the capoeira are a wooden bow with a string struck by a small stick, a grooved stick of bamboo, a metal rattle and a tambourine.

Projeto Axe is a non-governmental organization (NGO) whose mission is to teach street children to read and write as well as learn a skill or craft that they can use to earn money and support themselves. They also try to reunite street children with their families. Students here learn to draw and paint, design, create fabric and sew, and create paper mache products from recycled paper and cardboard. Projecto Axe is one of many NGO's operating in Brazil. It is probably the most famous. Axe means inner strength.

After leaving the charm and warmth of Salvador, Sao Paulo was quite a contrast. It is one of the biggest cities in the world. It is not located on the water and has very few green spots left. Because it is so big, air pollution is a major problem. The regulations in Brazil are not as stringent as in the US. After jogging one morning I wondered if I had done my body more harm than good.

Despite the problems associated with being an enormous city, Sao Paulo definitely has much to offer. It is a very international city and the food is excellent. As a matter of fact, more Japanese and Koreans live in Sao Paulo than in any other place outside of Japan and Korea. Sao Paulo is home to many universities as well as international offices for major corporations.

While here I had the opportunity to talk to a lawyer about women's rights issues in Brazil. She told me that 80% of Brazil's female population is illiterate. Birth control is not promoted because of the strong influence of the Roman Catholic Church and abortion is illegal and often deadly. Woman do have the right to vote and are starting to make gains in the workplace and in politics, but continue to fight public perception and the internalized ideal that they should remain at home with children.

I was so excited for the next stop on our itinerary -- Foz do Iguacu. If you have ever seen the movie The Mission with Robert DeNiero, Liam Neison and Jeremy Irons, you have an idea of the beauty found in this part of the world. Foz do Iguacu are a series of waterfalls where Brazil, Argentina and Paraguay come together. It is absolutely breathtaking. Niagara Falls doesn't even come close!

The Falls (as they are known to English speakers) are located inside a national forest under UNESCO protection that is shared by Brazil and Argentina. Home to many insects, animals and birds, the areas surrounding the falls is lush and sub-tropical. Thundering down to the gorge below, some of the falls are over 330 feet tall. When you are close to the falls, the volume of noise made from the rushing water makes talking to others difficult. I think God did this on purpose, so you can quietly contemplate this wondrous sight.

Foz do Iguacu is a tourist destination for travelers from around the world. Two of us were celebrating birthdays while there and shared our cake with people in the dining room from Canada, England, Germany and Israel.

Curitiba was the only southern city we visited. The southern part of Brazil is distinctly different from the rest of the country. One can sense the heavy European influence. Many neighborhoods are close knit communities of German, Polish or Italian descendants. The public school system in the south is better, in part because of the European tradition of the importance of education. The standard of living is also better here. Teachers are paid more, perhaps as much as $1800.00 R (Brazilian reals) per session/per month.

One primary school we visited promotes ethnic pride by teaching the children traditional dances. Students don costumes and polka to music of their ancestors' homeland.

Curitiba is the capital city of the state of Parana. Its principal agricultural product is coffee, and mining and forestry also play an important role in its economy. The Itapu hydro-electric station at Foz do Iguacu is located in this state. It is the largest station of its kind in the world and provides power to much of Brazil and neighboring Paraguay.

One other thing to note about Curitiba is that the weather – as you move away from the equator – it gets colder. This is definitely a place where you need a coat.

And now on to our last stop. What a perfect ending to a wonderful trip -- Rio de Janeiro. A visit to Rio includes a few mandatory stops. First stop – Sugar Loaf Mountain. In Portuguese it is known as Pao de Acucar. In order to get to the top to take advantage of the amazing views of the city and the bay, you have to take a gondola or cableway up 1293 feet. Once at the top you can eat, take pictures and buy gemstones. Yes, Brazil is famous for its gemstones and infamous for its gemstone stores that can be found just about anywhere – even on the top of a mountain.

Another must-see in Rio is atop Corcovado (Hunchback) Mountain. It is Christ the Redeemer Statue—located atop of Santa Theresa neighborhood, full of artisans and boasting the only trolley car still operating in Rio. Christ the Redeemer was erected in 1931 and is 125 feet tall and weighs 1145 tons.

We saw beautiful mansions as well as deplorable slums called favelas and had the opportunity to meet a female senator named Benedita da Silva. Benedita grew up poor in the favelas, had children at an early age and dropped out of school. Through perseverance, she taught herself to read, finished her education and eventually became a senator and champion of children's rights. Her inspiring life story is told in the book Benedita da Silva: An Afro-Brazilian Woman's Story of Love and Politics.

When you hear the word Rio, you probably think beaches. So did we! We stayed on Copacabana and strolled down to Ipanema, humming that famous song about the girl from there the entire way. There are many vendors along the boulevards that line the beaches selling bikinis, soccer jerseys, necklaces and soapstone carvings. By the time we got to Rio we had become pretty adept at bargaining – the way almost all market items are sold in Brazil.

An international film festival was held in Rio while we were there. And what better place to have it than on the beach. VIP's had reserved chairs while everyone else sat in the sand or stood on the mosaic sidewalks to see films from Brazil and other South American countries.

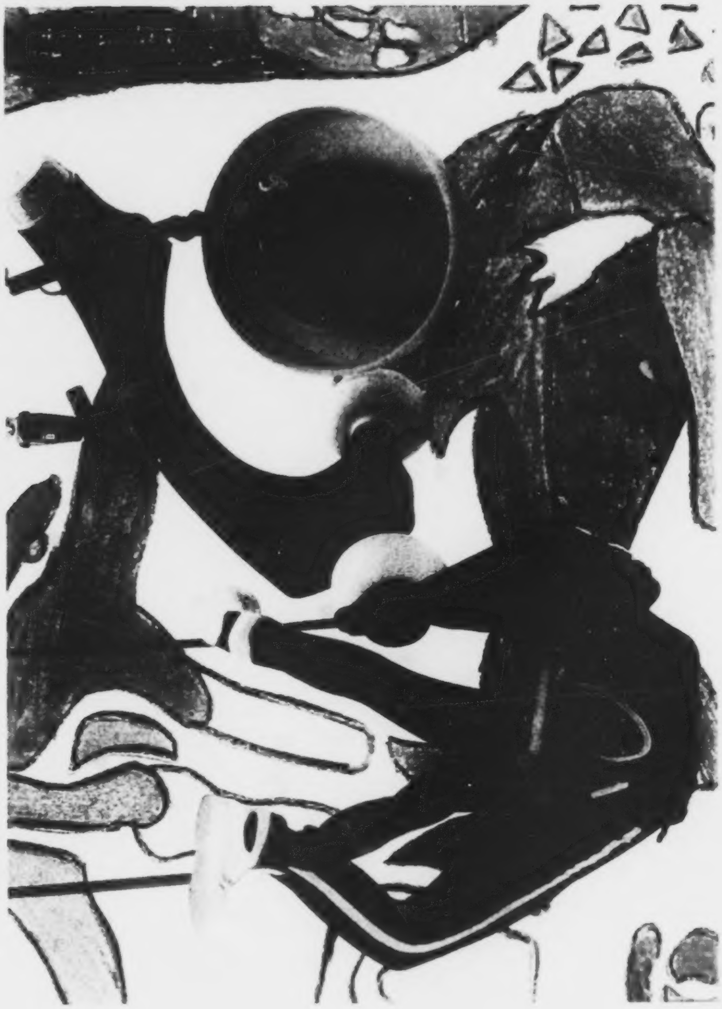
Brazil is famous for its Carnival celebrations (held during Mardi Gras). Samba schools practice for months and parade for judges right here in Rio. The party spills out of the official parade grounds and into the streets. It touches all corners of Brazil. It is a carefree celebration that shows off the easy nature of all Brazilians – except the Paulistas (citizens of Sao Paulo) -- as those from Rio would tease.

Like all good things, my trip was over far too quickly. I appreciated returning to my own country and my own bed, but will always yearn to return to the warm beaches, lush forests and rich farmland of Brazil. What more could one ask for -- a diverse and friendly population in a safe and welcoming land. Muito obrigada, Brazil. Ate logo!

This is a script that I use when giving a slide presentation about my trip to Brazil. I adlib and answer questions that arise, of course, so the discussion sometimes takes on a life of its own. When I have presented to students (some as young as third grade) I have had to adjust the language. I also tell some personal anecdotes from our group. With the younger students, I end by explaining the "string" tied around my write from Salvador. I purchased several while I was there and the students are welcome to make three wishes, tie three knots in the string and keep wearing it until it falls off. (I am afraid, though, they will stay on forever!)

Also included in this talk are things I purchased while there. For example, a #9 soccer jersey, craft items from the northeast and from the Amazon region, condomble figurines, a detailed map of Brazil and a Brazilian flag. I also display my photo albums, tour guides, menus and Brazilian money. I have collected several adult and picture books about Brazil, which are on display as well. With my own class and with my faculty I made the meat and rice dish with the manioc flower we were served in Curitiba.

While only skimming the surface of the vast amount of information about Brazil that could be taught, this presentation helps to spark interest in Brazil and more importantly for our children here in inner-city Phoenix, interest in the world at large. The majority of our children have only traveled to neighboring states and many have never left Arizona.



Mary Leonard
67 Fairmont Ave.
Kingston, NY 12401

FULBRIGHT PROJECT:SUMMER 1998

WOMEN IN BRAZIL: Observations, Facts, Readings, Visuals

Purpose:This unit will be used in a senior elective, In A Different Voice, which studies minorities and women in American Society. The purpose of the Brazilian focus will be to understand American diversity through a comparative study and to raise questions concerning women's achievements and struggles from a more global perspective.This unit will follow an opening study of immigrations and diversity in the United States and precede a study of American gender issues.

Method: I will create a WALL OF STRONG WOMEN on styrofoam board which will include: names and biographical data of Brazilian women; quotes from Brazilian women; reproductions from ARTE BRASILIERA; reproductions from BRASIL RETRATIS POETICOS; my own poetry and photographs; some Brazilian poems, both in Portuguese and in English;and,of course, a map of Brazil. In addition to the actual wall, I will use the image of strong women as a motif for lectures/discussions about women in Brazil as well as the culture that affects them. This unit will last three weeks--the first week will center on the wall and will be supplemented with readings, music, and the students' own responses and questions. Each day the class will open with music from the recording BRAZIL;A CENTURY OF SONG and/or dramatic readings from writers such as, Carlos Drummond de Andrade, Jorge Amado and Clarice Lispector. On the basis of students' individual interests, groups will be formed so that the unit can endwith a multi-media performance presenting the collective results of students' individual research.

The following material includes facts and observations, gleaned from my notes and experiences in Brazil in the summer of 1998.

Facts:
I. The new constitution of 1988-- 300pp-- makes significant changes in the social structure of Brazil but because of its length and the difficulty of enforcing such a weighty document, it will be difficult to implement.

II.In Brazil women are very well educated and are well represented in most professional fields. 70% percent of the doctors in gynecolgy are women but a much lower percentage of women are represented in engineering.

III.Most of the administraors in education are women and they are concerned with the implementation of the new laws which will demand better teacher training and better literacy rates. In one state in the Northeast, 40,000 children drop out of school primarily because students are overtested, undermotivated and because of poor teacher training. Most of the federal money goes to the universitites which service the wealthy. In this one state of Pernambuco, one million, 400 thousand children are illiterate.

BEST COPY AVAILABLE

Observations: Most of the teachers were women and were very poorly paid, making less than ten thousand a year. In one conversation I had with a teacher in Curitiba, she said that most of the teachers supplemented their incomes in these ways: teaching in private schools for the second shift, tutoring, and selling crafts during the weekends.

Observation: Although the Axé Project in Salvador was started by a male educator, it has evolved out of feminist theory--putting an emphasis on the affective side of learning. This project fosters hope and imagination in the child and gives to the child more than the traditional definition of literacy. Axe looks at the whole individual and trains the homeless and discarded child for a society where she would be valued as an individual and for her newly learned skills.

(The Axé Project and the Djumbay Project will be the centerpieces of my visual wall and my participatory lectures. I see both these projects as models for: different ways of knowing a culture,the education of a child within that culture, and the solution of problems through grassroots political action. (My students will be asked to respond in their journals by considering parallel projects here in the United States and by designing their own lesson for learning which will then be part of a school-wide presentation--for instance, how to involve the ninth graders in their own education so that they will be aware of gender differences and the sexual harassment policies within Kingston High School.)

Facts: (This information was gleaned from the lecture given us by Flavia Pioveza in Sao Paolo.)
1. The Brazilian law which was put into effect in 1995 says that 25% of political candidates must be women.

2. Battered women shelters exist, but are not well publicized.

3. Child Support is determined by any relationship between a man and a woman of more than five years--marriage than does not have to be the legality for establishing a child support policy. A child can receive money and the right to his/her father's name.

4. Birth Control is an underground issue because technically Brazil is a Catholic country. There is limited information and distribution regarding birth control, and abortion is illegal except in cases of rape and in extreme health risks.

5. Violence is part of the everyday life of women and 70% of women who are murdered are killed by people they know.

6. Maternity Leaves are given for 120 days with pay.

7. Sports are an important part of women's education and professional volleyball and basketball teams are better known than the men's teams. Also, many women play soccer as children and are more knowledgeable about the sport than American women are about football.

Observation: Despite my expectation of a machismo culture, my experiences in Brazil were exactly the opposite. All of the men that I met were extrememly polite and readily available to listen to women as well as to help them. This was true of the professors, the van drivers, the taxi-cab drivers, the educational administrators, the waiters, etc, etc. I never felt fearful of the men nor did I feel as if I were being patronized.

BEST COPY AVAILABLE

THE WALL OF STRONG WOMEN:Photographs and Impressions

- Rejania--Photograph with her son in the jungle. (She dealt with the problems, heat, and Terra Verde with grace and dignity.)

- Jandja--Photograph of Jandja teaching us Portuguese in Brazilia. (She showed us grace, beauty and a home as an art object. She also tried to teach a divers group of American survival Portuguese.)

- Glayna--Photograph of Glayna at the last soccer game in Salvador.(She is a woman who can organize a soccer party, a tour, dinners and attend to individual needs.)

- Veronica--Photograph of the Director of Djumbay project, an Afro-Brazilain journalistic project that dealt with identity, land, and grassroots projects in the Northeast. (She symbolized the marriage of the personal and the political through her talk about identity.)

- Children --Photograph of some of the children in the Axe Project working on studying art and designing clothes which made their Project self-sufficient.

- Anita Amalfi--Photograph of her self-portrait.(She is the First Lady of Modernity, a pioneer of modernism in the visual arts.)

- Dida--Photograph of a 15 piece all female drum outfit in Salvador.

- Lecia Clark--Photograph of a the Brazilian artist who studied at the Sorbonne and linked psychology and therapy to art. (She also created performance art in Copacabana, Rio de Jeneiro.)

- Flavia Pioveza--Law Professor who studied in the United States and explained women's issue to us in Sao Paolo.

- Taisila do Amaral--She studied with Leger in Paris in 1922 and was an early Cubist.

- Unknown Brazilian Women--Photographs of women from the early twentieth century, the 1920's, and the 1940's-- bought at the antique fair in Rio.

- Other Brazilian women met in my travels:Eleanora,the librarian at the Casa Thomas Jefferson, women educators, women at the Condomble ceremony, children, etc. (Photographs, quotes, observations.)

- Senator Benedita da Silva: (At this time I have not read nor do I own Senator da Silva's biography. However, it's on order and will be an integral part of this unit.)

Senator da Silva grew up in a favela in Rio de Jeneiro and was sexually abused at seven. She worked on the streets as a child and was married at sixteen. She had five children but lost them to poverty. She was influenced by Paolo Freire and was self educated. In 1981 she took the entrance exam for the university and went to a private college. (In Brazil the private Catholic colleges are for the poor and the public universities are for the elite.)

In 1982, she became a city councillor and she has been motivated by the vast social exclusion of the AfroBrazilian people. Although Brazil has vast natural resources, the AfroBrazilians cannot take advantage of these resources since they don't own land. Senator Benedetta told us

BEST COPY AVAILABLE

when we met her in Rio that since Congress is mostly made up of representatives from the power elite, it is difficult to promote land and social reform at the federal level. In Brazil there is no apartheid, but AfroBrazilians are overly represented in prisons, in street crime, in favelas, and in their addictions to drugs and alcohol. Her belief is that Education is Entitlement to Citizenship.

Observation: Senator Benedetta is a strong powerful woman--a role model for women everywhere, for AfroBrazilians and all members of society. Personally, I felt as if I were in the presence of a charismatic leader and I will never forget what she looked like and what she said.

BRASIL, MAMA BRASIL!

À Mama Benedita

Os anos se passam, mulher
A vida passa...
Segredos, bordados, condomblé
Preta Benedita!
Dois filhos:pretinhos, rebeldes!
O ferro à carvão, a roupa da madame
Perdeu um olho,
Foi uma faísca!
A casa da maré
Carangueijo, maria-doce, siri
Vender verdura, vender carvão, cocada...
Preta Benedita!
Andando a pé, a trouxa de roupa
Equilibrada na cabeça, sabao na mao
O pacote de pão duro
Vida de negra
Foi professora,
Borda deira: (primeira toalha de etamine
Do palácio da justiça).
-"Brasil, meu Brasil brasileiro..."
Cantava. Cantava muito
Ninava Tuca, Carmita, Dôra: tudo da Fonte
O coral do padre Jaime, Igreja de Água Fria
Filha de Maria
Fugiu do terreiro: perseguição de Agamenon...
Nem casa, nem marido, nem...
Vidade negra
Fome de gente...pobre
Brasil escravo.

Lepe Correia

CONDOMBLE--The AfroBrazilian Matriarchal religion

This religion was brought to Brazil by Yoruba slaves from Nigeria and Benin in the sixteenth centuries. The rituals were prohibited by the Portuguese but the slaves continued their practices by connecting the deities with the Catholic saints. For instance, Oxala was Jesus and

BEST COPY AVAILABLE

Iemeja was our Lady of Conception. On our tour of Salvador we were told that to this day there is layering of the Condomble and Catholicism, thus the Catholicism of the Northeast is ritualistic, mystical and superstitious. Right now I am wearing a cloth bracelet sold to me on the streets of Salvador. The bracelet has a printed message to "Our Lord," but also holds superstitions, wishes and pwers connected to the Condomble.

The Condomble service we attended seemed to be dominated by women, and the white costumes and headdresses dated back to slave times in the 16th century. Men did participatein the dance but seemed to dominant the playing of the drums. However, at the center was a woman wearing an elaborate headpiece and carrying one of the Yoruba gods. After some ritualistic bowing to the matriarch and the god, the participants danced counterclockwise until they fell into a swoon. Then the sash, worn around their waists, was taken and tied around their heads by apprentices. Some of the hypnotized participants circled the group, giving kisses and hugs. Since we were not allowed to take photographs and we did not have a formal lecture, all of this is based on observation. The only visual I have found is a brief excerpt in the Jorge Amado movie, DONA FLOR AND HER TWO HUSBANDS.

Projects and Portfolios: Each student will be responsible for a portfolio which will include: 1. all notes, and personal responses to the lectures, discussions, and the visual wall.
2. An aesthetic interpretation of their topic: poetry, a visual, music, drama.

Presentations: Each group of five students will be responsible for teaching us about the culture, peoples, and history of the diverse geographical areas of Brazil. They must use note cards, show evidence of rehearsal, and the use of multimedia. In addition, the presentations must involve all class members in some way.

The Proposed Topics:

1. The Fourth Largest City in the World--Sao Paolo

2. The Natural Landscape--From the Amazon to Foz do Iguacu

3. Brazilia--a planned city and the capital of Brazil

4. Bahia--the cultural center of Brazil

5. The South--Curitiba, a model city

6. The Amazonia--its importance and its destruction

7. Brazil--Land of Exports: soccer, gems, music, dance, coffee, etc.

WORKS CITED:

Acatara, Aquem and Gedeha, Raimundo. *Brazil: Retratos Poeticos.* Sao Paolo:1998.

Basic Education in Brazil:1991--1997. National Institute of Educational Studies and Research. Brazilia:1997.

Freire, Paolo. *The Pedagogy of the Oppressed.* New York: 1993.

Goncalves, Lisbeth. *Arte Brasileira.* (Mac:SaoPaolo), 1997.

Moore, Linda Wright. *Literacy, Policy and Practice.* (video), 1996.

BEST COPY AVAILABLE

Roa, Lynn. *Brazil in Brief*. (Brazilian Embassy: Washington, D.C.), 1998

Brazil: An Introduction To An American Giant
(High School Curriculum)

Fulbright - Hays Seminar Abroad: Brazil, 1998

Michael Lynch
Moses Lake High School
Social Studies Department

Moses Lake High School
803 E. Sharon Avenue
Moses Lake Washington, 98837
(509) 766-2666 (ext. 2827)

Abstract

The following curriculum may be used as a introductory unit for the study of Brazil. The immediate question for students and teachers alike may be, why Brazil? The answer is that the United States and the world community are becoming increasingly aware that this sleeping giant of South America is an emerging hemispheric and world power. Brazil is now the second largest economy and democracy in the Western Hemisphere. A massive nation, roughly the size of the contiguous United States, Brazil is now the world's eighth largest economy. Energized by recent political and economic reforms, Brazil is now making a transition to the global market economy and international responsibility. Most of all, we should study Brazil because we know so little about this giant neighbor to our south.

The lesson plans, notes, time lines and essays provided have been developed for high school aged students. They may be used in comparative cultures, government, economics and geography course offerings. Materials may be used in their entirety or in selected topic areas. Materials are for both teacher and student use and may be tailored for individual use or cooperative learning formats. The provided units include:

A Geographical Introduction To Brazil
A Brief History of Brazil
The Economic Challenge: The Real Plan
Education: The Key to the Future
Brazilian Foreign Affairs
United States -Brazilian Relations

The goals of these units are to increase student understanding of Brazil, Brazilian cultural diversity, history, society, economy, the socioeconomic reforms of the past decade and the prospect of Brazil's future. Students will use the study of Brazil as a vehicle for self-study and self-evaluation. Repeated reference to United States history, culture and economy will allow for a base line of comparison and give rise to opportunity for objective evaluation.

Material for this project was collected during a five week study in Brazil. The study was sponsored by The Fulbright-Hays Study Abroad Program, The United States Department of Education and the Fulbright Commission of Brazil. Materials were accumulated through scheduled travel, lectures, interviews, school visitations and official reports. A special thank you must go to Prof. Marco Antonio Da Rocha, Ms. Rejania Arujo, and the entire Fulbright Commission in Brasilia for their warm hospitality, tireless work in planning and their much needed interpretation.

TABLE OF CONTENTS
BRAZILIAN STUDIES

I. **A GEOGRAPHICAL INTRODUCTION TO BRAZIL**
  A) Lesson Plan
  B) Geography (Demographic Fact Sheet)
  C) Regions of Brazil (Slide Presentation)
  D) Major Cities of Brazil (Slide Presentation)

II. **A BRIEF HISTORY OF BRAZIL**
  A) Lesson Plan
  B) Time line
  C) Colonial Period
  D) National Period
  E) Republican Period
  F) Military Period
  G) Democratic Reconstruction

III. **SOCIAL CHALLENGES IN BRAZIL TODAY (AN INTRODUCTION)**

IV. **THE ECONOMIC CHALLENGE: THE REAL PLAN**
  A) Lesson Plan
  B) A Recent Economic History
  C) The Real Plan
  D) How The Real Plan Tamed Inflation
  E) Coalitional Government
  F) The Populace
  G) Privatization
  H) Phase Two
  I) Reelection, A Populist Mandate?
  J) Social Reforms

V. **EDUCATION: THE KEY TO THE FUTURE**
  A) Lesson Plan
  B) Education
  C) Government and Business in Partnership
  D) An Outsider's View of Brazilian Education
  E) Solutions To Unlock Potential
  F) The Maze of Funding
  G) Educational Reforms
  H) Criticisms, The Long Road Forward
  I) Summary: A plan For The Future, A plan For The Present

VI. FOREIGN AFFAIRS

- A) Lesson Plan
- B) A Step Into The Future
- C) Brazil's Image Abroad
- D) Proceeding With Caution

VII. UNITED STATES - BRAZILIAN RELATIONS

- A) Lesson Plan
- B) A History Of Hemispheric Marriage, or An Intermittent One-Sided Affair.
- C) The Cold War Period
- D) The Post Cold War Period

I. LESSON PLAN
A GEOGRAPHICAL INTRODUCTION TO BRAZIL

Using the provided map, shade in the five geographical divisions of Brazil
a) Northern region
b) Northeastern region
c) Southeast region
d) Southern region
e) West Central region

Using the map provided locate and place the following cities.
a) Manaus
b) Belem
c) Salvador
d) Recife
e) Sao Paulo
f) Rio de Janeiro
g) Curitiba

Using the map provided locate and place the following geographical features.
a) Amazon River
b) Parana River

In a group, define the following cultural and geographical terms:
a) Afro-Brazilian
b) Gauchos
c) Urbanization
d) Favelas
e) Religious syncretism
f) Cultural assimilation
g) Plateau
h) Savannah
i) Pampas

Questions for discussion:
1) When you think of Brazil what first comes to mind?
2) Brazil has a strong African influence. It is present in the food, the dance and the music. Do we have a similar influence in the United States? If so, why?
3) Brazil is a predominantly Catholic nation, but there are strong African and native influences in the religion. When religions blend or combine, it is called syncretism. Do we do this? (hint: My wife wished a friend "good luck" before her choral performance at church.)
4) Brazil has five geographical and cultural regions. Does the United States have such regions? Are the cultures different in each region? (hint: language patterns, behavior, food, dress?)

Geography (Demographic) Fact Sheet

- Brazil is the world's fifth largest nation in physical size

- In 1992 Brazil became the worlds' fifth largest population (China, India, United States, Indonesia)

- Population: 159,630,000 per last decennial census.

- Urban /75%-- Rural / 25%

- A 1.6 % population growth rate average throughout the 90's.

- Family size (fertility rate) in Brazil fell from 6.3 children per woman in the 1960's to 4.4 in the 90's.

- Population growth is due to
  a) massive urbanization (associated health care)
  b) decreased death rates

- Population density is 17.6 per square kilometer / 45.6 per square mile.

- Population densities are greatest in the coastal areas and the industrial Southeast.

- Recently there has been significant population migration from the Northeast to the Southeast, from rural to urban areas and toward the less inhabited Central-Western and Northern regions of the Amazon Basin.

- Capital: Brasilia- pop. 1,600,000

- Ethnic groups: white 55%, mixed 38%, black 6%, indigenous 1%.

- Average life expectancies: female 69, male 64.

- Currency: Real

- Languages: Portuguese, Spanish, English, French

- Literacy rate: 81%

Regions of Brazil: There are five distinct regions of Brazil
(This section to be accompanied by the corresponding slides #)

Northern Region (states: Amazonas, Para, Acre, Rondonia, Roraima, Ampa, and Tocantias) (slides #1-12)

An equatorial region, the North is drained by the **Amazon River** and its tributaries. The Amazon is the world's largest body of fresh water. One fifth of the world's fresh water supply drains from the Amazon into the Atlantic Ocean. It supports one of the world's last remaining tropical rain forests. The area has a hot, humid, lush climate. The major urban centers are **Manaus** and **Belem**. Manaus is a major industrial complex and a free trade post.

The Amazon area was historically important due to rubber production. Competition and petro chemical substitutes have now diminished the importance of the industry. Today the Amazon is still considered to be a vast resource of mineral wealth and potential, but environmental concerns have become an issue. Often thought to be an escape valve for Brazilian urban populations, today agricultural clearing of the rain forest is being discouraged. Protection of the Amazon has now become an international, as well as domestic, issue for Brazil. This area of Brazil contains the largest percentage of indigenous people remaining in the nation.

Northeast Region (states: Marannao, Piaui, Ceara, Rio Grande do Norte, Paraiba, Pernambuco, Bahia, Alagoas, Sergpipe) (Slides #13-23)

The Northeast region was the first focus of Portuguese attention. **Pernambuco** and **Bahia** are often thought of as the cultural centers of Brazil. **Salvador** was Brazil's first capital, while **Recife** was a prize of both the Dutch and Portuguese. This area was the sugar capital of Brazil's early economy. Because of competition in world markets, chronic droughts and Brazil's steady move toward industry, the area has fallen on economically tough times. This area contains 30 percent of the nation's population, but a much higher percentage of the poverty.

Pernambuco and Bahia are the **Afro-Brazilian** centers of Brazil. The black population of Bahia has been estimated at 80% of the total. This area has contributed heavily to the music, folklore, religion, cuisine and social customs of Brazil.

Southeast Region (states: Rio de Janeiro, Sao Paulo, Minas Gerais, Espirito Santo) (slides # 24-34)

A more temperate coastal climate, this area is known as Brazil's industrial center. The city of **Sao Paulo** is considered by many to be the second largest on earth with an estimated population of seventeen million. Rio de Janeiro, long the capital of Brazil, is often still considered the industrial and cultural capital of the nation. Topographically, **Rio de Janeiro** is one of the most beautiful cities of the world. The Southeast is the economic center of the nation, most of the population of Brazil is located in this area. The cities of this region are both beautiful and terrible. They manifest Brazil's greatest wealth and deepest poverty.

This area is rich in minerals, has the most advanced agriculture in the nation. It produces most of the nation's grains, livestock and coffee. Rio de Janeiro, Sao Paulo and **Belo Horizonte** are also the major trading ports of the nation.

The Southeast has a cosmopolitan population with a significant Japanese and Middle East influence.

Southern Region (states: Parana, Santa Catarina, Rio Grande do Sul) (slides # 35-47)

The South is also a highly developed industrial sector. Here urban and rural societies live side by side. Sometimes known as the home of the "**gaucho**", Brazilian cowboys have established a unique cultural tradition on the **Pampas**. The Pampas are low-lying plains south of the continental **plateau** that forms most of Brazil.

This region contains the **Iquacu Falls**, one of the most beautiful natural wonders of the world, as well as **Itaipa**, the world's largest hydro electric dam. Both sites are within twelve miles of the other along the **Parana River**.

The South is a very European region with a distinct German, Italian and Slavic influence.

West Central Region (states: Mato Grasse, Mato Grasse do Sul, Federal District of Goias) (slides 48-59)

Until very recently, this area was sparsely populated. Made up of **Savannah** and tropical grasslands, it became a Mecca for industry and development when **Brasilia** became the capital in 1960. Brasilia is a model city designed by architect and urban planner **Lucio Costa**. Built to draw attention to the nation's interior, Brasilia has become a magnate for government, industry and the urban migration of the poor. The Western region is also the location of many large Indian reservations, and a wildlife paradise, the **Mato Grasso swamp lands**.

Major Cities

The major cities of Brazil have undergone substantial and often unplanned change in the past four decades. The centers of cultural and economic life, most Brazilians live in urban settings (75%). These centers are testimony to Brazil's success and to the nation's ongoing challenge to modernize.

Brasilia: (slides# 60-69)

The nation's capital, designed by **Lucio Costa** as a model of efficiency, was inaugurated as Brazil's capital on April 12, 1960. Planned and implemented by President **Juscelino Kubitschek**, Brasilia was the product of a century of planning that sought to move the capital inland, away from possible attack, and to draw the attention of the nation to the potential that lay within Brazil's untapped interior.

The major government buildings were designed by world famous architect **Oscar Niemeyer**. An experiment in urban planning and modernity, it is the heart of Brazilian political life today.

Sao Paulo (slides # 70-77)

Founded by the **Jesuits** in 1554, this city soon became the location of intense conflict between missionaries and slave traders. Around 1900, coffee plantations made it the economic focal point of the nation. Today the emphasis of this mammoth city has shifted to industry. With over 20,000 industrial plants and 600,000 workers, Sao Paulo is the major financial center of Brazil. Foreign immigration and recent domestic migration have contributed to a burgeoning population and the social turmoil that surrounds rapid and often unplanned **urbanization**. Sao Paulo boasts some of the greatest wealth and poverty in all of Brazil. **Favelas**, haphazard housing built by migrating peasants, stand in stark contrast to the modern city of skyscrapers. Sao Paulo is also one of the most polluted cities of the world. The city reflects both the benefits and price of progress.

Salvador (slides# 78-85)

Salvador was the first **capital of colonial Brazil**. Today it is the capital of **Bahia**, the **Afro-Brazilian** capital of Brazil and the birthplace of **Samba**. Built on two levels, the city was the political and trading capital of the early sugar industry. From 1500 to 1815, this was the nation's focal point and busiest port. As sugar waned, gold and silver from the Southeast passed through the port city.

Nowhere in Brazil is the African influence greater. An early center of the slave trade, today Salvador emanates the vibrant cultural vitality of Bahia. Replete with African based music, food and religion, Salvador is the center for **Candomble** ceremonies and the stylized **Capoeira** schools. These highly stylized performances of ritualistic fighting and religious ceremonies were developed by slaves and depict Brazil's cultural past and **religious syncretism**.

Curitiba (slides# 86-94)

The capital of **Parana**, Curitiba has emerged from its rough and tumble past to become the pride of Brazil. Known worldwide for its **urban planning** and development, this picturesque city is a model envied by city planners around the globe. Curitiba is setting international standards. In all of Brazil, no place emphasizes more the concept of quality of life. Maintaining a balance between agriculture and industry, Curitiba is attracting a great deal of high level industry such as Chrysler Motor Company, Volkswagen, and Fiat of Italy. In the areas of transportation, housing, standard of living and quality of life, Curitiba stands as testimony to what can be the future of Brazil.

Recife (slides# 95-100)

The capital of **Pernambuco**, this beautiful city has become a tourist destination known for its long white beaches, the long coral reef for which it is named, and the unique "*jangadas*" (fishing boats) unique to the area. Also known as the Venice of Brazil, Recife shares a strong Dutch influence with its sister city of **Olinda**. Both of these cities are becoming increasingly popular as tourist destinations

II. LESSON PLAN
A BRIEF HISTORY OF BRAZIL

This lesson plan may be used alone as an introduction to the nation of Brazil or in coordination with a comparative studies program in the areas of comparative cultures, comparative governments or Latin American studies.

Given the afforded time line and historical dialogue, students should be able to define common terminology used to describe governmental organizations and economic systems. These terms will be used in conjunction with a brief historical review of Brazil.

Students should also be cognizant of historical events that established important precedents in the development of modern Brazilian society, government, economics, and foreign affairs.

This lesson plan may be done in groups or in individual study. Study questions, word finds, and comparative references to other governments and societies can be included.

Associated historical terms

Pedro Alvarez Cabral
Treaty of Tordesillas
Pedro I (Joao VI)
Pedro II (Dom Pedro)
Golden Law
Getulio Vargas
Estado Nuevo
Novo Republic
Estado Maior
Colonial Period
National Period
Military Period
Democratic Reconstruction

Associated Sociological terms

Misgenation
Religious Syncretism
Social Mobility
Social Stratification
Per Capita Income
Gross Domestic Product
Distribution of Wealth
Slavery/ Abolition
Assimilation
Regionalism
Discrimination

Associated Political terms

Feudalism
Oligarchy
Constitutional Monarchy
dictator
Abolition
Abdication
Conservative (right)
Liberal (left)
Republican democracy
Federal democracy

Unitary democracy
Presidential democracy
Parliamentary democracy
Constitution
Precedent
Suffrage
Authoritarian
Anarchistic
Distribution of wealth
Clientism

Military dictatorship
Protectionism
Multiparty system
Coalition
Military Coup
Statism
Maharajas
Informal economy
Bureaucracy
Inflation

A Brief History of Brazil
Questions for discussion:

In what ways have the absence of violent revolts, wars of independence, and civil wars contributed to Brazil's current society. In your discussion focus on class distinctions, social mobility, and distribution of wealth.

In what ways was Getulio Vargas' takeover of government, prior to and during WWII, similar to the presidential period of FDR and the New Deal?

Brazil experienced a shift of economic and political power from the agricultural Northeast to the industrial Southeast. In what ways does this parallel the shift of economic and political power in the United States following the Civil War?

Brazil experienced a profound growth of statism (state control of industry) and bureaucracy (stratified levels of state employment and decision making) since the Vargas era. How is this similar and dissimilar to the growth of U.S. government since the New Deal?

President Cordoso inherited a government in economic crisis. If you were to inherit a nation with spiraling inflation, due to international and domestic doubt in the value of your currency, economic recession, and an unserviceable foreign debt, what would you suggest? (Hint: If you were President of the United States, how would you approach our debt?)

Describe how Brazil has paralleled the United States in relation to slavery, abolition, immigration, assimilation, industrialization, regionalism, and discrimination.

TIME LINE:

Colonial

1494 Treaty of Tordesillas divides the world between Spain and Portugal.

1500 Pedro Alvares Cabral, on his way to India, discovers and claims Brazil for Portugal.

1534-36 King of Portugal divides Brazil into 12 colonial land grants which he commissions to 12 officers to direct.

1695 Gold is discovered in the territory of Minas Gerais.

1763 The capital of Brazil is transferred from Salvador, Bahia to Rio de Janeiro as a result of the economic shift from sugar in the North to gold mining in central Brazil which is exported from the southern coast.

1808 Portuguese King Joao VI flees Napoleon's army by moving the royal court to Brazil. The ports of Brazil are opened to world trade.

1821 The King returns to Portugal and leaves his heir Dom Pedro as regent in Brazil.

Empire

1822 Prince Pedro declares Brazil's independency from Portugal and receives title of emperor.

1824 Pedro puts the first constitution into effect and the U.S. recognizes Brazil.

1888 The Golden Law abolishes slavery without compensation for slave-holders.

1889 The army deposes the emperor and proclaims the republic, which is called the Unites States of Brazil.

Republic:

1890-91 Church and State are separated and a new constitution is introduced.

1917 Brazil declares war on Germany and supports the Allied powers in WWI

1930 Military junta takes control and Getulio Vargas assumes power as dictator.

1937 The authoritarian government called Estado Novo is established.

1942 Brazil enters WWII as a member of the Allied forces.

1945 The military removes the dictator Getulio Vargas from power.

1950 Vargas is reelected as president.

1954 Vargas commits suicide.

1957-62 President Kubitschek moves the capital to Brasilia and introduces *Planos de Mechas* as the economic program for growth.

Military

1964 Period of military regimes. Censorship is imposed and opposition to the government is suppressed with torture. During the 1970's agricultural output soars. Brazil also becomes the leading industrial power of Latin America.

1982 Amidst a world wide recession and domestic oil crisis, democratic elections for governors and senators take place throughout the country and opposition parties win major victories. This marks the end of the military regime.

Democratic Reconstruction

1985 The electoral college selects Tacredo Nevez as president.

1986 Jose Sarney becomes president upon the death of Nevez

1989 Fernando Collor de Mello becomes the first democratically elected president in 29 years

1992 President Collor is impeached and Itamos Franco assumes the office

1994 Finance Minister Henrique Cordoso introduces the Real Plan

1994 Henrique Cardoso is elected President over challenger "Lula" da Silva

A Brief History of Brazil

A. Colonial Period:

Brazil is unique in the Americas. Brazil began as a **Portuguese** colony in 1500. Discovered by **Pedro Alvares Cabral**, Portugal justified legal claim under the 1494 **Treaty of Tordesillas**.

Cabral arrived in an unexplored area containing an estimated five million native Americans. It is estimated that the current **indigenous population** is 270,000.

Initially the land was divided into 15 **Captaincies**. These were **feudal** land holdings which established the following precedents in Brazilian society: land concentration, stratified society, **oligarchic** government, regionalism.

Salvador was the first capital of Brazil and became an important wood and sugar producer. Later it became a major exporter of gold from Minas Gerais.

The developments of these industries of the **Northeast** led to several other trends: **slavery** 1600-1889, **misgenation** of the population and a strong **Afro-Brazilian** influence in music, art, cuisine and **religious syncretism**.

The discovery of gold in Minas Gerais (1695) led to greater migration into the interior and a diminishment of political and economic power in the Northeast region.

In 1763, the shift of the political capital to **Rio de Janeiro** reflected changing socio and economic patterns and the accendency of the coffee economy, **Sao Paulo** and the **South** and **Southeast** of Brazil.

B. National Period

The National Period began in 1822 and lasted until 1889. Fleeing Napoleonic pressures, **Pedro I** moved the royal court to Brazil where he reigned until 1922. His son, **Pedro II**, was left as regent when the king returned to Portugal. Declaring Brazil's independence, he established the only **constitutional monarchy** in the Western Hemisphere.

The smooth transition from colony to nation established these important precedents effecting Brazil to this day.

a) Brazil has successfully avoided the trauma of revolution and civil war.
b) Brazil avoided the struggle experienced by their neighbors in defining government and the reign of oppressive dictators.
c) The lack of revolution or civil war allowed the stratified society and ruling oligarchies to maintain political, economic and social supremacy (This contributed to the continued concentration of land, money and power)

Coffee increased the importance of the Southeast and contributed to increased European and Asian **immigration** that shapes this region today. (Italian, German, Japanese)

In 1888 the liberal **Golden Law** led to the **abolition** of slavery, the **abdication** of Pedro II due to a **conservative** backlash and the establishment of the **Republic**.

C Republican Period

The government established was a **federal, presidential, democratic republic**. A **constitution** was imposed by decree establishing a government modeled on the United States.

The imposed Constitution established a precedent of democracy with **limited suffrage** and **authoritarian** representation. Under close scrutiny, a wealth oligarchy.

Other precedents of the period included:

a. A meddling **military** as a political rival to **landed class**
b. **Anarchistic regionalism** due to the federal system and regional disparity in **distribution of wealth**
c. The establishment of **single market economies** (wood, sugar, gold, coffee) prone to boom and bust brought by changing competition, supply and demand.

In 1917, Brazil became the only South American nation to enter WWII on the side of the Allies. This established a strong clientist relationship between the U.S. and Brazil in foreign affairs.

In 1930, precipitated by political and economic instability and world depression, **Getulio Vargas** assumed power as a **military dictator**.

In 1937 Vargas established ***Estado Novo***. The New State had the following characteristics:

a) An expanded electorate (women), but diminished democracy
b) Strong military control
c) Powerful state governors under unitary control
d) Increased labor organization, with increased control of labor leaders by government
e) Booming war economy
f) Suspension of Constitutional structure, rules and rights.
g) Greatly increased **bureaucracy**

In 1945, the end of WWII coincided with increased pressure from the population and the military sector for popular elections.

In 1945 , a constitutionally elected member of military became president . The term was marked by overspending and corruption.

In 1950, **Getulio Vargas** won the election for the Labor Party and started "***Novo Republic***". His second term was marked by incompetence and corruption in government.

In 1954, Vargas committed suicide amidst a personal scandal.

Between 1957-62, **President Kubitschek** moved the capital to **Brasilia**. His "***Planos de Mechas***" engaged in heavy governmental spending and **protectionism**.

In 1962, Janio Quadros is elected to the presidency. Faced with a massive **foreign debt** and widespread opposition to his foreign trade program, he resigned.

In 1963, Vice President Joao Goulart assumed control, but only after a conservative and military led constitutional change to a **parliamentary democracy**. With a parliamentary form, a divided **multiparty system** (12) in Congress and a **runaway inflation** (100% in 1964), the republican government yielded to a military takeover in 1964.

D Military Period

In 1964, Goulart was ousted by military coup. From 1964 until 1988, Brazil would be led by a series of military oligarchies called "***Estado Maior***" (The Establishment), a collection of twelve top officers.

The Military Period was predominated by **philosophy of prosperity and repression**. The concept was to develop wealth first and worry about distribution later.

Economically the period had the following characteristics:

a) Attraction of huge foreign investments
b) Incursion of increased foreign debt
c) High inflation rates
d) Major austerity programs aimed at increased taxes, and lowered wages
e) The sacrifice of labor and resources for economic gain

In 1982, an international oil crisis sparked an economic collapse in Brazil. The crisis created the following socioeconomic problems:

a) Runaway inflation
b) Economic recession
c) A dramatic rise in unemployment
d) Rising interest rates on international debt
e) Increased concentration of wealth
f) Widening gap in distribution of wealth
g) Increased dissatisfaction of the private sector due to **statist** competition

Faced with these economic and social realities, the military scheduled direct elections for congress in 1985 and for President in 1988.

In 1985 the electoral college selected Tacredo Neves as President and Jose Sarney as Vice President. The selection of these non- ARENA candidates signaled the end of the military phase.

E Democratic Reconstruction Era

In 1986, vice president Sarney became president upon president Neve's death. Sarney's presidency was marked by constant bickering between **left** and **right**, widespread strikes, government corruption, national bankruptcy, little social welfare or reform, a five year drought in the Northeast, uncontrolled urban migration, the failure of the **Cruzado Program**, and runaway inflation.

In 1989, the first democratic presidential election in over 29 years resulted in a three way race between **Luis Agnacio "Lula" de Silva** (Worker's Party) (left), Leonel Brizola (Democratic Worker's Party) (left), **Fernando Collor de Mello** (National recommendation Party).

Collor was elected in **run-off election** and became president in 1990.

Collor was elected on an economic and political reform platform. A bold reformer as governor of Alagoas, he became nicknamed the "hunter of the ***maharajas*** " (elite civil servants who earned exorbitant salaries, often for no-show jobs) As governor he fired half the **bureaucracy** in the state. (His decision was reversed by the Supreme Court.)

Inheriting an economic mess and the world's third largest foreign debt (110 billion dollars), he introduced his economic program.

a) He called a three day bank holiday.
b) He limited personal withdrawals to $1200.00 U.S.
c) He allowed industry to withdraw only enough for salaries.
d) He reestablished ***Cruzeiro*** as the national currency.
e) He attempted to fire 360,000 unneeded government workers (This also met with a Supreme Court reversal).

In 1992, lack of congressional support and a personal finance scandal led to the **impeachment** of the democratically elected president ("lack of decorum")

In 1992, Itamos Franco assumed the presidency but lacked abilities as executive and could not control the multiparty congress.

Inflation rates reached 40% per month, with over half the population engaged in **informal economy**, revenues fell, crime rose, media turned on president and congress and the military seemed ready to seize the reins of power.Amidst these dark days in the democratic process of Brazil, emerged a plan for economic recovery

On July 1, 1994, Finance Minister **Henrique Cordoso** introduced **the Real Plan**.

In October of 1994, Henrique Cordoso defeated "Lula" da Silva for the presidency.

III. SOCIAL CHALLENGES IN BRAZIL TODAY (AN INTRODUCTION)

As Brazil prepares to assume a more assertive role in world leadership and economy, the nation must address social challenges at home. Currently, the United Nations ranks Brazil at or near the bottom of world nations in terms of **distribution of wealth**. Estimates put as many as one half of Brazil's population below the poverty line. The World Bank estimated that the upper twenty percent of this stratified society controls seventy percent of the wealth. Poverty in Brazil has stratified society, race and regions. There are dramatic financial discrepancies between the diverse regions of Brazil. Recent economic crisis has exacerbated the distribution of wealth as the poor were most dramatically effected by the hyper inflation of the last decade.

Lack of **educational opportunity**, especially in rural and inner city locations has effectively smothered the possibility of **social mobility**. Concentrated land ownership, mechanization of agriculture and repeated droughts in the Northeast have contributed to massive, uncontrolled **urban migration**. The urban areas have been hard pressed to build infrastructure to accommodate this uncontrolled influx of population.

Economic crisis in **rural** agricultural areas has contributed to the growth of **urban *favelas*** (large squatter settlements) and the associated problems of child labor, street children, homelessness, underemployment, unemployment, the spread of contagious disease, and violent crime. **Quality of life** has become an issue. The development of social, health and welfare services threatens to bankrupt many municipalities and states. The problems have been recognized by the federal government, but the government is trying to find a balance between needed social reforms and the economic austerity needed to remediate a very delicate economic reform.

Brazil has begun to address some very difficult domestic issues, but has also been pressured by the **international community** to address environmental, human rights and drug related issues. In these areas Brazil has taken a position of recognizing the problems, but also a position of maintaining **national sovereignty** in the face of strong international pressure. In the area of environment, the Amazon Rain Forest has become the subject of intense international debate. Substantial pressure has been placed on Brazil to stop logging, slash and burn agriculture and mining in this vast area of natural resource. Brazil had long used this area for a pressure release for the impoverished populations of the agricultural Northeast and the inner-city poor. The Amazon has also been an area that has attracted exploitive foreign enterprise. It is a region of unmeasured economic potential in a nation of impoverished people. Given these realities, **environmental issues** historically were sacrificed for economic gain. Today Brazil has recognized the wisdom of managing national resources and the environment. They are aware of the possible environmental hazards associated to the destruction of the forest, but are also aware that the criticisms come from industrialized nations that are doing more than their share to contribute to world pollution and environmental degradation. Brazil now has established long range plans for the use of natural resource. With a better handle on outstanding **foreign debt** and the taming of **hyperinflation**, Brazil has now turned to a policy whereby resources are not sacrificed for short term gain.

In the areas of **human rights** and control of drug trafficking, Brazil has assumed a realistic posture. The federal government has recognized that there are problems to be addressed in the area of **indigenous populations**, and a growing "**racial gap**" in Brazilian society. Increased efforts to control mining interests and exploitation of reserved areas of the Amazon and West Central regions have led to greater protections for the remaining tribes of the interior. Regional cooperation of the **Mercosul** nations has curtailed the flow of drugs in and through the area.

Brazil has addressed the international concerns, but they have also pointed out that their treatment of native populations has in no significant way differed from the historical practices of the developed nations of the world. Brazil has also made it very clear that South America will no longer be a scapegoat for drug problems that cannot be effectively addressed within the complaining nations. In these areas Brazil plans active reform, but shows no intention of losing sovereignty in determining the outcomes.

IV. LESSON PLAN
THE ECONOMIC CHALLENGE: THE REAL PLAN

Define the following terms:

Inflation
Foreign debt
Subsidies
Tariffs
Protectionism
Debt service payments
Distribution of wealth
Coalition
Currency devaluation
Formal economy
Populism
Income tax
Sales tax
Excise tax
Property tax

Questions for discussion:

1) What is inflation?
2) If inflation is the rate at which currency devalues:
    a) What makes it lose its value?
    b) What things could happen in the United States to make currency lose its value?
    c) Is our money worth less than it used to be? Why?
    d) What is our current inflation rate?
    e) If a nation has a 3% inflation rate per year, and gasoline is 1.00 per gallon, if no outside forces change the value of gasoline, how much will a gallon be in a year? How much would it be at a 2,500% rate of inflation?
    f) If money loses value at 2,500% per year, how much per month? Per week? Per day?
    G) What would an "inflation mentality" be? Would you save, invest or spend?
3) What is a foreign debt?
4) What is the united States foreign debt?
5) How would you pay off a debt? (i.e. credit card out of control)
    a) increase revenue (taxes)
    b) decrease spending (social programs)
    c) pay off debt (or interest)
6) What is the "tightrope" concerning debt and social spending in Brazil?

IV. The Economic Challenge: The Real Plan

A Recent Economic History

Entering the 1990's, Brazil's economy was marked by pronounced trouble in the agricultural, mining and manufacturing sectors. Brazil was experiencing a declining economic growth rate, **hyperinflation** and an unserviceable **foreign debt.** Worst of all, Brazil was struggling to find a coherent direction for economic policy. The economy remained highly regulated. Trade was stifled by numerous **subsidies**, trade and investment barriers. Industry, mining and agriculture was controlled by an eclectic mix of government and domestic and multinational ownership. Brazilian economy ranged across the economic spectrum from **privatization** to **statism**. Most of the agrarian sector was controlled by large private owners who enjoyed substantial financial assistance from the government. An inflation mentality rewarded quick profits and little reinvestment. Industries and agriculture become increasingly non-productive and competed poorly in global markets.

The direct election of **President Collor** signaled a political shift toward democracy and an ambitious economic reform package. Faced with the growing social problems amongst the urban poor, and intermittent rural violence between land owners and landless peasants, President Collor suggested stabilizing prices, deregulating the economy and opening Brazil to increased foreign competition. In addition to free trade, Collar suggested privatization of state run enterprises. The proceeds from the sale of these industries were to be put against the debt and **debt service payments**. The reforms were welcomed by the international community. The reforms contributed to a 1992 **I.M.F.** standby loan and agreements with commercial banks to refinance payments of debt interest in arrears. Collor's attempts at economic reform were in theory well-founded, but runaway inflation, presidential scandal and his ultimate resignation led to the demise of the reform package.

Itamar Franco inherited a situation spinning out of control. The tradition of **corporatism** had not been unseated, and the Brazilian public demanded activist policies on the part of the government to address many serious socioeconomic problems. Faced with a **multiparty system** in congress, increasing inflation and debt, Brazil seemed near economic and political collapse. Constantly borrowing and bailouts were not an answer. Mortgaging natural resources scarcely seemed any better.

Inflation aggravated Brazil's ever widening gap between rich and poor. U.N. studies placed Brazil at the bottom of the world's nations in terms of income distribution. The nation suffered from an **inflationary mentality**, one which allowed for no savings, little investment, and only short term planning. The wealthy could possibly play inflation to their benefit, but the poor languished with wages that could not keep pace, and lending rates which made borrowing prohibitive. Amidst this economic despair came the Real Plan.

The Real Plan

The **Real Plan** was introduced by then Finance Minister **Henrique Cordoso**. The Plan introduced a new currency (the Real) that began its life at par with the U.S. dollar. More importantly, its was accompanied by **tariff reductions**, and market opening practices to stimulate foreign investment and capital. Strict control of government spending and promises to attack the entrenched **bureaucracy** also helped stabilize prices and cool down the rise of inflation. By the close of 1994, inflation had gone from an annual rate of 2,500 percent to 19 percent. By 1997 it had dropped to 5 percent. For the moment, it seemed that the tiger of inflation had been tamed.

How the Real Plan Tamed the Tiger

Inflation was tamed due to domestic and international confidence in the government's policy and direction. The result was a strong capital inflow. The Real Plan added a predictability to economic life that allowed the government, industry and citizenry to plan beyond the limited scope allowed by hyperinflation. But what was it that restored confidence? What made the Real Plan different from the several programs tried by the Brazilian government from 1986 to 1994?

The success of the Real Plan can be attributed to several areas. The first can be attributed to a **coalitional** effort in congress to achieve economic progress. The second can be attributed to a public that has withstood tax hikes, spending cuts and loan interest rates of thirty five percent. A third area is the increased privatization that has led to a less restricted **market economy**. The fourth area has been the willingness of President Cordoso to recognize and sometimes address social issues and reform.

Coalitional Government

Mr. Cordoso and the Real Plan have benefited from the coalitional support of the Social Democratic Party, the Liberal Front, the Brazilian Democratic Movement, the Brazilian Labor Party and the Progressive Party. The cooperation of these parties has led to economic reform and legislation that have begun to address urban and rural inequities in Brazil. The administration has accomplished these tasks with the help of a **coalition of political parties**. As with all coalitions, however, there have been compromises and disappointment. Many on the left of political center have criticized the lack of social spending, while those on the right decry the burden placed on the middle class. Fortunately for the administration, political opposition has remained politically divided and unable to counter the reforms with any tangible alternatives.

The Populace

The Real Plan and congressional reforms have led to an improved distribution of wealth in Brazil, but it has come at a price. To save the Real, Brazil has had to avoid **devaluation** and the embarrassment of continued borrowing. In order to do this the government had to push lending rates to 35%. Income tax was raised and government spending was cut across the board. Tax rates on cars, liquor and other commodities also were raised. Products in the food stores came under a myriad of inexplicable and confusing taxes. Electrical and fuel prices went up. The economy slowed as a result and unemployment rose. Caught in the middle of this vice was the middle class. The wealthy were also effected by the reduction in subsidies and the increase in taxes, but not to the degree of the middle class. The poor benefited the most. They were most often not the target of the selected taxes. Many of the poor also avoided taxes because they had little or no income or merely worked outside the **formal economy**. The Cordoso administration has also made substantial moves toward reforming the burdensome bureaucracy and **Social Security** system. Invariably these cuts threaten the middle class as well. Amidst this onslaught to personal finance, however, Cordoso was not besieged by unrest, protests and political demonstrations. Instead Cordoso received support in Congress and the public. Cordoso's strong argument was that lasting political, social and economic reform were needed, and that the alternative was Brazil's return to the economic abyss and international disgrace. For his first term, at least, the populace hung with Cordoso.

Privatization

In the area of privatization, reforms broke the statist hold on mining, telecommunications, transportation and energy. Industries were sold, and Brazil opened to international competition. These reforms are a major break with Brazil's **protectionist** past. The modern development path has instilled investors with newfound confidence and enhanced Brazil's ability to face global competition. Privatization has helped shape a new Brazilian attitude and has netted an estimated 80 billion in needed revenue. More importantly, the decision of the government to spend almost all of the proceeds to pay off the debt has brought strong praise from the international community. The remainder of the proceeds wisely went toward education.

Phase Two

Cordoso has made some difficult choices, the people have experienced some difficult realities and the coalition, although tenuous, still manages to be more structured than the opposition. The results have indicated success, but all involved in the process know that deeper reforms are needed. Brazil experienced an economic miracle during the military phase, but it failed because it did not address social issues. Now that inflation has been tamed, government and citizenry can plan beyond 48 hours. The people of Brazil realize parts of the economic plan have worked and that others did not. They also realize certain areas have yet to be adequately addressed.

Reelection, a Populist Mandate?

The **Constitutional Amendment** to allow Cordoso to rerun for office might be a **populist** mandate for the next step. A step in which he may build on the successes and fix the failures of his first administration.

Today many middle class Brazilians are questioning the tax system. Government had promised taxes would go up and spending would go down. Most believe only the first promise came to pass. **Income tax** rates vary from 35% to 25% to 15% to nothing. Gasoline costs $3.00 a gallon (US). The **informal economy**, which many feel is growing, is not taxed correctly, if at all. **Sales taxes** have taken the form of **excise taxes**, and no one seems to know how much tax is on what. The issue of **property tax** on large land owners is a subject that has not dared be addressed.

Privatization has stimulated the economy and increased government revenue, but it has also stimulated some fears amongst Brazilians. Opponents of Cordoso's free trade moves warn of environmental exploitation, loss of certain sectors of the economy to foreign nationals and possible loss of traditional sectors of employment. Moves toward Mercosul and a proposed FTAA bring fears much the same as those brought to North America by NAFTA. Some critics fear for Brazilian political and economic sovereignty.

Social Reforms

Many adjustments will need to be made as Brazil modernizes their economy and assumes their escalating position in the global economic arena. Many of these will continue to be economic based, but critics and supporters can agree that some social realities will need to be addressed in Cordoso's second term.

Currently, one half of Brazil remains below the poverty line. The income gap between the rich and poor still ranks as the worst in the world. The racial issue, long dismissed by Brazilian society, is becoming more pronounced, and the oppressed are becoming more vocal. The economic and political imbalances between Brazil's geographical regions are becoming more pronounced. Rural poverty and mechanization in agriculture have prompted rapid and uncontrolled urbanization. Favelas have grown along with crime, communicable disease and general misery. Education, the great social equalizer has remained elitist and the lack of social mobility creates fertile ground for dissent.

In the area of social reform, the administration had to move slowly at first. Social spending, an increased minimum wage, and increased government programs ran contrary to the austerity of the Real Plan. The Real Plan offered the first real move toward more equitable redistribution of wealth. Cordoso and Brazil must walk a tightrope and find a delicate balance. In his first years, Cordoso did well in recognizing the problems. He went on record saying "Brazil is not a poor country but, rather, an unjust country." He went even further in recognizing a growing "racial gap." These were first steps, but in the area of education, Cordoso has identified Brazil's answer to social inequities and their long-term investment in the future.

V. LESSON PLAN:
EDUCATION: THE KEY TO THE FUTURE

Terms to define:

Compulsory education
Universal education
Adopting schools
Standardized tests
Primary schools
Secondary schools
Community Solidarity Program
E.N.E.M.
A Literacy With Solidarity Program
Distance Learning Program
Scholarship Program
Matching funds
Social mobility
Telescola

Questions for discussion

1) Why is education a key to social mobility?
2) Are all schools (primary, secondary, university) in the United States equal? Does the United States offer equal opportunity in education?
3) Why is the Brazilian government offering scholarships to underprivileged families?
4) What reforms would you suggest in Brazil? (keep in mind economic realities) What reforms would you suggest in the U.S.?
5) Should business be involved in education?
6) What is a bureaucracy? Are our schools run by bureaucracy? How would you streamline?
7) What suggestions would you make in the area of educational funding?
8) What would happen if congress proposed a shift of funds from the universities toward the primary and secondary levels? Who might be upset? Would you be reelected?
9) Why is education important to industry? To Brazil's ability to compete in a global economy?

V. EDUCATION: THE KEY TO THE FUTURE

In the past 15 years, the landscape of Brazil has gone through lightning change from a rural agrarian society to urban industrial society. In the past four years, the opening of the **world's eighth largest economy** has attracted a flood of foreign capital and investment. An estimated 17 billion in direct foreign investment is expected this year.

Henrique Cordoso spent the early part of his four year term focusing largely on privatizing government holdings and opening Brazil to foreign investors, an effort that has appeared to reap dividends.

Foreigners are buying everything from automobile plants to pharmaceutical companies in Brazil's newly opened economy. But companies are distressed by the poor educational system and the poverty that dooms many workers to failure. Todays manufacturers require fewer workers, and more highly trained ones. Many foreign investors have found that Brazil's **manufacturing productivity** is well below that of the U.S. or their Asian counterparts. The lack of productivity is often attributed to Brazil's protectionist past and lack of reinvestment in business due to inflation. More often, however, the nation's educational system is the focus of scrutiny.

Government and Business in Partnership

The **American Chamber of Commerce** in Sao Paulo has realized that in order to globalize Brazil's economy and labor force, education and job training are critical. The lack of **universal education** is holding back Brazil's economic and social progress. In studies of the Sao Paulo work force, the Chamber found that the average employee of member industries had only a fourth grade education. Diagnostic tests administered by the Chamber found that ninety percent of the newly qualified primary school teachers had mastered barely ten percent of the required curriculum. Faced with the dilemma of poorly educated workers, the Brazilian government and private industry have teamed up to find a solution.

Businesses in Brazil now receive **tax incentives** for their efforts in remedial education and job training. The American Chamber of Commerce, for example has put together a fifty volume, fifteen hundred page "**School Kit**". The School Kit is geared toward the remedial instruction of Brazilian school teachers. The Chamber also runs adult education programs and has introduced voluntary **standardized tests** in several Sao Paulo schools to measure student achievement. Many other businesses in Brazil have also picked up the banner of education. **Banco Bradesco**, a Brazilian bank, and **Bank of Boston**, an American bank, also finance primary and secondary classes for workers and children at various locations. **Fiat**, an Italian automobile manufacturer also provides educational offerings. **The Industrial Federation of Minas Gerais** awards prizes for the member businesses most successful in helping schools. In Minas Gerais, industrial business are going as far as "**adopting" schools**. John Mein, the president of the American Chamber of Commerce in Brazil recognizes the accomplishments of his member businesses but believes the businesses are only scratching the surface of a social problem that is a deep fault line in the bedrock of Brazilian economic and social success.

An Outsider's View of Brazilian Education

American businesses in Brazil are concerned with the educational levels of workers but continue to invest due to the nation's potential. The Brazilian government is doing their part by taking substantial steps toward improving primary and secondary education nationwide. Educational reform is a herculean task that will entail long term planning and dedication. Currently, the focus is on primary and secondary systems. Higher education, for those who aspire to the University level, ranks with the best in the world. But it is this elitist nature of education that must be addressed.

Funding of education has never been the paramount problem in Brazil. Brazil has traditionally spent twenty percent of the federal budget on education, making it one of the highest in the world for dollars spent per student. The problem, however, is that money has not brought quality to the primary and secondary levels.

Currently only one in three students finishes the eighth grade. Education, although free and compulsory, provides little in the way of enforcement of attendence. Attendance, especially amongst the economically distressed, is a significant problem. The average student may take eleven to twelve years to complete the eighth grade due to high rates of retention in the elementary grades. Poverty which runs deep in Brazil, has eroded the family social structure and the educational system along with it.

The level of education in Brazil reflects deep social problems. Correction will require serious commitment and effort on the part of society and government. Education is a long-term investment that may not show tangible dividends for a decade or more. But educational emphasis is now an option for this nation which has tamed inflation and thus may plan for the future.

Solutions to Unlock Potential

Brazilians are quite willing to admit they are a nation with a variety of opportunities and just as many problems. They believe the key to success is to address both opportunity and problem with equal vigor. With this in mind, President Cordoso began efforts to shore up education in the latter part of his term. He started taking steps that would insure the municipal and state governments would spend a minimum of two hundred sixty dollars per student on education in the classroom. The municipal and state governments are responsible for primary and secondary education. The Brazilian government started to seriously evaluate the huge, diverse and bureaucratic funding nightmare of public education.

The Maze of Funding

The funding of public primary and secondary schools had led to a credibility gap. When Brazilians talked about public schools, they were talking about schools for the poor. **Primary schools**, where ninety five percent of the school age children attend, are funded by the **municipalities**. Given the wide economic disparities by region and urban location, the system was prone to enormous discrepancies in funding, quality and teacher preparation. **Secondary schools**, where twenty five percent of secondary school age children attend, are funded by the somewhat stronger but just as economically diverse **state governments**. The **federal government** finances the universities which service four percent of the college age students.

The funding system is grossly unequal by region, state and municipality. It perpetuates the **stratification** of society along the lines of social class, region and race. Traditionally, the wealthy sent their children to private elementary and secondary schools so that they could better compete for the free public universities. It is a system where 2.5% of the **G.D.P**. goes toward the primary and secondary areas that educate 95% of the school age children, and 1.5% goes to the 4% that reach the university level. It is elitist, and runs counter to the need for universal education in Brazil.

Teacher salaries are also an issue. Teachers in Sao Paulo and Rio de Janeiro could average $2,000 per month, but teachers in the Northeast may average $50 per month, half the **minimum wage**. The inequities are glaring and perpetuate a widening gap of wealth and poverty. In such a system social mobility is a moot subject and citizenry in a democratic system is thwarted in a system of influence.

Educational Reforms

Faced with the realities of the Brazilian education system, the current administration has taken positive steps to ensure that primary and secondary education turns the corner. More stringent **accounting practices** have been introduced to insure the mandated twenty five percent of state and municipal budgets do indeed arrive at the schools. Past **audits** found that although twenty five percent had been spent in the area of education, it had often been on streets and bridges that enabled the students to get to school. Recently federal funds have been sent directly to schools, and the local PTA groups, circumventing the state and municipal bureaucracies.

Other reforms have been made by the administration which attempt to address the disparity in educational opportunity within the nation. **A Community Solidarity Program** has been initiated and is headed by **Ruth Cordoso**. It is a literacy program for youth between 15 and 19 years of age. It is directed toward those municipalities in which literacy rates have fallen below 50%. A standardized testing system called ***ENEM (Exama Nacional do Ensino Medio)*** has been developed and is currently being piloted. Its purpose is to identify those schools, students and teachers in need of remediation and assistance. The federal government, through the **Ministry of Education** has mandated that all teachers be **certified** within ten years. A **Literacy with Solidarity Program** has been inaugurated in order to implement this demand. The program is a cooperation between the different levels of government and the universities to train existing teachers. Televisions have been installed in schools, and currently there is an ongoing program to do the same with computers. To address the problem of untrained teachers in remote, rural locations, a vigorous "**Distance Learning Program**" has been established to facilitate training. For these same schools, suffering from limited resources and staff, satellite television education has been offered as a student option as well.

Perhaps the largest reform in education has to do with the lack of student attendance. It is estimated that 2.7 million school age children (9%), between 7 to 14 years of age, are not attending due to child labor. This statistic has led to other disturbing realities. Statistics released by **INEP** (the National Institute for Educational Studies) reveal that only 4.5% of students complete primary education in eight years. Forty percent are failed in their first year. The thirty percent that do complete the first eight years of school do so in an average 11.2 years. Given these facts, the administration created a **scholarship program** that provides families under a certain economic level a monthly minimum wage if they can document their students are attending school. Currently 43,000 students are on scholarship. Most of these students are in the area of Brasilia, and the program promises to expand nationwide.

Criticisms, and the Long Road Forward

The initiated and proposed educational reforms will certainly net positive results, but they are not without their critics. The funding of under privileged families who keep their students in school has been offered to state and municipal governments on a **matching fund** basis. Many of these local governments that contain the highest rates of poverty cannot conceive of where their share of the contribution will come from. **Teaching certification** has been mandated by the federal government, but the state and municipal governments don't know how they will pay or attract these more qualified professionals. Other critics contend that televisions and computers, although improvements, do not address the major problems of underqualified and underpaid teachers, or the lack of staffing. Finally, many critics challenge the thirty percent of the educational budget that is being absorbed by the elite college community.

Summary: A Plan for the Future, a Plan for the Present

Critics and advocates alike agree that reforms are necessary in Brazilian education. Most agree that the educational dilemma is not solely attributable to money, but rather to misused resources and a misdirection of focus. The effect of neglecting primary and secondary education while devoting disproportionate resources to free public universities has dramatically narrowed the range of students able to pursue higher education. It has closed opportunity and **social mobility**. It has made the unemployed unemployable. The dilemma threatens Brazil's future and the future well-being of all social strata.

Universal testing, teacher training programs, ***telescola*** (television schools) and computers are ail positive efforts. The private sector and the government are in partnership, both agree education is the key to strengthening democracy. Education is a long term investment, an investment in democracy, a key that can open society mobility and enable Brazil to compete in the global society of the next century.

VI. LESSON PLAN
BRAZILIAN FOREIGN AFFAIRS

Define the following terms:

Nationalism
Developing Nations
Developed Nations
United Nations
Security Council
Mercosul
FTAA
Hegenomy
Free Trade

Questions for discussion:

1) Brazil must make a choice whether to assume a more active role in the world community or concentrate on regional cooperation.
    a) What are the costs of an active role in the world community to the United States? (give specific examples of our involvement and the costs)
    b) What domestic issues might cause Brazil to think twice before assuming increased international responsibility?
    c) Mercosul is similar to our NAFTA agreement. How has NAFTA helped the U.S., Canada and Mexico? How has it hurt? What are the advantages and disadvantages of such an arrangement?
2) What is hegenomy? Why should Brazil be concerned about its neighbors?
3) Write a letter to President Cordoso. Give the president your advice concerning Brazil's future in foreign affairs.

VI. Foreign Affairs

A Step Into the Future

In the 1990's Brazil has made great efforts to move from the predominantly **nationalistic** tendencies of a developing nation and toward the international and regional responsibilities of a major world power. Brazil is an enviable position as a nation that has maintained favorable foreign relations throughout the world.

Currently, Brazil is attempting to establish themselves as a leading representative of the Latin American nations and has been considered a candidate for a permanent seat on the **United Nations Security Council**.

Brazil has recently improved relations with neighboring Argentina by strengthening and expanding **Mercosul**. Mercosul, the Southern Cone Common Market, is a customs union and economic and political cooperative including Brazil, Argentina, Uruguay, and Paraguay. Currently negotiations are under way for the possible inclusion of Chile and Bolivia.

Brazil is currently negotiating the establishment of a Free Trade Area of the Americas (**FTAA**) which would establish hemispheric economic cooperation between North, Central and South American nations.

Brazil's Image Abroad

Following a decade of hyperinflation and an unserviceable foreign debt, Brazil is taking great strides to improve their image throughout the world. The positive change is attributed to the Real Plan. The plan has stabilized currency, economy and tamed hyperinflation since its introduction in 1994. It has restored the populace's confidence in public institutions. Privatization and free trade have increased revenue and attracted foreign capital. But challenges still exist as Brazilians approach the 1998 elections. Today Brazil must address social inequalities, unemployment, fiscal debt, a burdensome social security system, a complex and disjointed tax scheme and an entrenched bureaucracy.

Proceeding With Caution.

Many of the social inequities that hamstring Brazilian progress require financial spending that would move the government away from the fiscal reform of the Real Plan. Economic stability is critical to Brazil's future, and at present, the situation remains delicate. The government and the people of Brazil know that now is the time to accept the responsibilities of a world power, but they also agree the moves must be made with caution.

Brazil very much wants to participate as a world leader, but fears that a seat on the UN Security Council may require financial commitments from a nation struggling with domestic reforms. They are also concerned that a more high profile international position in international politics may undermine relations with their South American neighbors. The current administration, therefore, is diligently working to dispel the fears of Brazilian **hegemony** in South America. In order to foster regional unity, some suggestion has been given to a Mercosul seat, or a South American seat on a rotational basis.

Brazil has placed the development of Mercosul ahead of the development of a larger, more competitive FTAA. While agreeing with the United States on the principal of **free trade** in the Americas, they fear the hemispheric plan might undermine Mercosul. While in admiration of United States government, society and economic power, Brazil is wary of the United States. United States markets, industry and competitive drive may overwhelm its proposed partners.

Brazil is aware that fast or slow, the world's political and economic systems are becoming increasingly competitive and international. With this in mind, people of all classes are perceiving educational reform as critical to future success.

VII. LESSON PLAN
UNITED STATES-BRAZILIAN RELATIONS

Questions for discussion:

1) What was the Cold War?
2) Why was the United States concerned about the individual governments of Latin American nations?
3) In what ways did the United States government threaten the sovereignty of Latin American nations?
4) Why did the Cold War end?
5) Why was Brazil upset with the United States during the Cold War period?
6) Was Brazil within a United States "sphere of influence"?
7) Could the proposed FTAA be perceived as another "sphere of influence"?
8) During the Cold War period, did the United States interfere with any other Latin American governments?

VII United States- Brazilian Relations

The United States and Brazil have long shared favorable relations. Brazil has long been a trusted ally and supporter of the United States foreign policy. Today, however, the relationship is in transition. Brazil is no longer a junior member in a relation of **clientism**. Today Brazil is ready to plot a course in hemispheric or world affairs, independent of U.S. tutelage.

A History of Hemispheric Marriage, or an Intermittent One-sided Affair?

The early history of Brazil was one of limited **sovereignty**. Although a sovereign nation from the onset, Brazil almost immediately fell under the British **sphere of influence**. Although a Portuguese colony, the **economic hegenomy** of Britain in the 18th century was profound . During this period, Brazil also had to actively defended itself from its regional Spanish neighbors. The British withdrawal from Latin America did not change Brazil's **subordinate** position as it coincided with the rise of the United States as a hemispheric power.

Brazil quickly became the United States' most active supporter in **Pan-American** affairs as a vehicle for self-preservation and advancement. Brazil allied itself to the United States during WWII and benefited greatly from trade agreements and manufacturing. After World War Two, Pan American relations changed dramatically. An increasingly oppressive United States placed mandates on Latin American foreign affairs and repeatedly intruded in Brazilian domestic and international policy.

In the Post Cold War period, Brazil is an emerging world power and her relationships with the United States, neighboring nations and the world community are being redefined.

The Cold War Period

The clientist relationship between Brazil and the United States had historically been one of client and senior partner in the Western Hemisphere. But following World War two, the senior partner diversified its interests from hemispheric hegenomy to world paramountcy. The close ties that had been made between Roosevelt and Vargas during World War Two quickly soured when the conflict ended. Brazil's contributions as military ally and supplier became secondary to Truman's Cold War views. Truman viewed Vargas as a military dictator, one whose departure should be hastened. This began a series of events during the Cold War period in which the United States would take more than a little interest in the internal political affairs of Brazil.

During this period, the United States worked actively through Brazil to stall Juan Peron's political rise to power in Argentina. The United States also worked to undermine **Petrobas**, the development of a state monopoly of oil in Brazil. The United States also effectively blocked President Kubitscheck's 1958 proposal for Operation Pan America, a cooperative attack upon Latin America's under development. In the 1962 presidential election, heavy U.S. financial backing went to the **right wing** opponents of President Goulart and interference from an increasingly domineering United States became a national issue.

Throughout the period, the Brazilian government and populace felt that the once close relationship with the United States had degenerated to the point where the senior partner now perceived Brazil as just another Latin American nation, rather than a historical ally and emerging world power.

The Post Cold War Period

In recent years the United States has become increasingly aware of Brazil as an international entity of consequence. During this period, Brazil has adopted a more independent posture and has addressed United States and European concerns with greater **autonomy**. In the area of environmental concerns surrounding the Amazon, Brazil has reminded the concerned developed nations of the environmental pollution which they produce. In the area of drug trafficking, Brazil has refused to assume the position of a scapegoat, and has been quick to point out the inability of nations, such as the United States, to deal with their own populace.

Brazil today approaches the United States as the hemisphere's second largest economy and its second largest democratic republic. The relations are at a crossroads. Physically separate from each other, they could conceivably go their separate ways. Brazil may decide on hemispheric cooperation if the negotiation continues to be conducted on a more equitable basis, or they may decide to focus more heavily on regional matters in South America.

Whichever way Brazil decides to go, success in foreign affairs and global economy will hinge on Brazil's ability to modernize, maintain growth and address social problems. With the close of the Cold War dominance of the United States in Latin America, Brazil has become increasingly free to define itself. It is no longer a question of whether Brazil will emerge as a world power, it is now only a question of when. The answer to that question now appears to lie solely within the scope and pace of Brazilian development .

AROUND BRAZIL IN THIRTY DAYS

RECIFE MANUS BRASILIA RIO

SALVADOR CURITIBIA SAO PAULO FOZ DO IGUACU

CHARLES B. MERCER
1998 FULBRIGHT-HAYS SUMMER SEMINAR - BRAZIL
CURRICULUM PROJECT
BURRVILLE ELEMENTARY SCHOOL
WASHINGTON, D.C.

BACKGROUND

Brazil is the smallest big country in the world. Although it is the fifth largest nation on the planet, although it is four times the size of Mexico and more than twice as large as India, although it is bigger than the continental United States, the Brazil where most Brazilians live, work and play forms only a small fraction of the country's total land mass of 3,285,618 sq. miles (8,509,711 sq. km). A full 25% of the population is crowded into five metropolitan areas located in the southern part of Brazil.

Together, the southern and southeastern states contain 58% of Brazil's population yet account for only 16% of the country's area. In effect, 78 million Brazilians live in an area slightly smaller than Alaska while another 57 million populate an area the size of of the continental United States minus Texas. What Brazil has is space, enormous regions of vast, empty space.

The country's two largest regions are also its least populated. The north, home to the mighty Amazon Basin rain forest, occupies 42% of the Brazilian land mass, an area large enough to accommodate all of Western Europe.

Yet its population is smaller than that of New York. Located just south of the Amazon is the central-west, dominated by a vast elevated plateau, and covering 22% of Brazil's territory. Only 7% of the country's population lives in the region. These two great land masses, which together are larger than most of the world's nations, are both the promise and the challenge of Brazil's future. The official language of Brazil is Portuguese. **BOM GIA!!**

ABSTRACT

"AROUND BRAZIL IN THIRTY DAYS"

SUMMARY

Brazil is a significant country for students to study. Using the ideas of information collection, map and globe skills and technology to connect geography, language, writing, mathematics and science to expand each learners cultural knowledge about Brazil. These activities are designed to generate an interest among the students concerning the unit on Brazil. Motivation at this point is essential in order for students to master it. All the activities are intended to simply introduce the children to Brazil and inspire them to learn more about this South American country.

PROJECT ACTIVITIES

- Geography of Brazil - Mapping it Out, Geography Travel
- Weather Around Brazil
- Portuguese: The Official Language
- A Picture Is Worth A Thousand Words
- Project RF (Rain Forest)
- Writing A Letter
- Brazilian Report
- Outreach
- Assessments

TARGET AUDIENCE: GRADE 6

GEOGRAPHY OF BRAZIL

Title: "Mapping It Out"
This lesson will identify major geographical features of Brazil. Interpret Brazil's geographical location with reference to the United States.

Materials:
Map of World,Brazil and United States
markers
colored pencils
rulers

Procedure:
Have students work in pairs or groups of four to consider purpose.
Have students describe Brazil's location in the world relative to the United States.
Give each group a map of the: World Map, Brazil and United States.
Have students first to estimate size, location, population, land and water forms.
Measure the distance of Brazil, U.S.A., Asia and others.
To place the measurement in perspective, have students determine distances between their community and diverse parts of the United States as well as different points in the world.
Using a blank map locate the following features of Brazil:
Major bodies of water
Nearby countries
Selected Cities
Major Land forms

Assessment: (Questions to ask)
How do people overcome geographic barriers?
Compare and contrast the land and water forms with the United States and other regions.
Conclude the lesson by telling students that they will be asked to observe how geographical features appear throughout Brazil.

Title: "Geography Travel"
The sixth graders will have an introduction to geography that is related to traveling from Dulles International airport in Virginia, U.S.A. to Brasilia, DF where orientation occurred for the 18 participants and the other seven stops in our program.

Materials:

Delta Airline/Varig International route map
World Map (National Geographic Society)
Rand McNally Maps
Globes
Atlas

Procedures:

Locate and chart path of travel.
Where did Mr. Mercer go?
Figure out what route did the plane travel.
Calculating time of travel. How long did it take to get there?
What did he do after he got there?

Assessment:

A word wall of geographical terms related to the Fulbright Brazil experience will be started and added to as the lessons/activities are implemented.

Title: "Weather Around Brazil"

This activity will help students identify weather symbols and identify the temperature color on a weather map. The focus is to interpret weather conditions throughout Brazil from a local newspaper, weather station or technology.

Materials:

Newspaper Local/International
Computer Weather Program
Television
Colored pencils
Observation sheets
Brazilian Embassy

Procedures:

Discuss the meaning and purpose of weather symbols.
Compare June and December daily temperatures in the region.
Locate cities for each temperature color.
Identify the codes that are used to indicate weather conditions throughout the world.
The students will compare the weather symbols and codes for a Brazilian weather map with those of the local U.S. newspapers.

Assessments:

Students will follow the weather for both Washington, D.C. and cities throughout Brazil during their winter break, as much as possible, and chart the results on their "Weather Record."

Title: "Portuguese: The Official Language"

This activity is designed to introduce and teach students how to use and interpret Portuguese.

Materials:
Index cards
Markers
Pencil
Pictures
Language tapes

Procedures:
Discuss the official language of Brazil.
Choose certain words and phases to teach to students.
Have students to pronounce and practice each word or phase.
Identify each word or phase with a picture.
Construct Portuguese Survival Cards.
Terms to use:

um
dois
tres
quatro
cinco
seis
sete
oito
nove
dez
quinze
vinte
trinta
quarenta
cinquenta
cem

Bom dia
Boa tarde
Boa noite
Como
Como e seai nome
Quem e' ela
Obrigado
Obrigada
norte
sul
Como eu chamo esto
empurrar
pusear
escola
saude
frango

jantar
almoco
frango
caldo
peixe
frio
carne
batata
frita
feijoada

Assessment:
Students will design/construct an interpreters language book to teach other students Portuguese. This book will include pictures and the words to identify what is being learned. (Creativity is the key).

Title: "A Picture is Worth A Thousand Words"

There is a saying "A picture is worth a 1,000 words." This is the case with regard to the rolls of film/slides I have shot of people, places, and things in Brazil. When I have photographs processed, students will be writing about the photos to improve communication skills (oral/written) across the curriculum.

Materials:

pictures
journal
pen
pencil
markers
postcards
magazine pictures

Procedures:

Each student should construct a journal portfolio.
Design a creative cover for each portfolio.
Provide a different picture each week for their portfolio.
Each student should express their thoughts or words about the picture from a series of questions. When there are no longer photographs to share, I shall begin to use postcards and magazine photographs that were collected.
Ask question that will make students brain storm developmentally, give descriptions of the picture and verification of what is being asked for example:

- hypothesizing
- identifying people
- physical features
- functions performed
- establishing what groups are doing
- noticing a variety of objects
- using inferences

Example questions are: Are the people working in the group? What do people seem to be doing? What do you suppose is going on in this photograph? What do you think the climate is like ? why?

Assessment:

Given another picture, students will identify various objects that can be seen in the picture.
Students will create a picture of Brazil and have other students to describe what their photograph is about, using the same concept above.

EXTENDED ACTIVITIES AND PROJECTS

These are activities and projects with language arts and research emphasis. Students will use their critical thinking skills, writing skills and creativity to complete the assignments.

Writing a Letter

After studying about Brazilian Indians. Ask students to imagine that they are Brazilian Indians who have left their Amazonia homesteads to work in the city. It is harvest time and all family members have been called back to help with crops. They have worked for a week. Ask to students to write a letter to a friend in the city, telling about the a typical day in the life of the Indian people.

Project RF (Rain Forest)

Divide students into five groups. Group 1- the poor and landless who have cleared land to farm it. Group 2- miners who extract gold or other metals; Group 3- rubber tappers; Group 4- loggers; Group 5- wildlife (jaguar, a monkey, an anteater, and tarantula). Have each group do a written report on its own successes, problems, and failures in the rain forest. For example, do the farmers have fertile soil for raising plentiful crops? Are they happy? Do miners have good wages and working conditions? The report should also include how each group affects the environment of the rain forest. Collect written reports. each group will then prepare an oral presentation in the form of a skit, a game show or acrostic to present its information to the class.

Brazilian Report

Each student or group will be given a city in Brazil to complete a report on to enhance and share their knowledge to their classmates, school, community and parents. See the attached guidelines for completing reports.

OUTREACH

Through the use of Fulbright and the Brazilian Embassy I would like to establish a pen pal relationship through internett application with a school in Brazil.
Thus, I will provide a Brazilian display via bulletin board to share and enhance others knowledge from abroad.

ASSESSMENT

The activities provided in this curriculum project can be assessed in a two-fold manner. Informal assessment iin which you monitor, observe and allow students to evaluate the presentations or task. As for formal assessment, this can be performance based using writing, designing, researching, planning and testing through the use of a rubric.

Name:
Date:

Guidelines for Reports

Your report should include the following and be in the following order:

A. Cover - front and back with a **creative** front cover

B. Empty sheet of paper

C. Table of Contents

D. Contents - research, maps, pictures, etc.

E. Bibliography

F. Empty sheet for last page

Each report should contain:

1. Location, boundaries, population and capital city

2. Land and Climate (including land and water forms)

3. Word Puzzle

4. Flag of the country

5. Map of the country

6. History of the country

7. Government (including the names of the present day leader)

8. Industries (manufacturing, agriculture, mining,etc.)

9. Products (include major exports and imports) you can use pictures,drawing or real products for a display page.

10. Education

11. Natural Resources

12. Religions

13. Customs

14. The Arts (Music, Literature,Paintings,etc.)

15. Architecture

16. Foods

17. Communication

18. Cities

19. Tourist Attractions (Points of Interest)

20. Transportation

21. Recreation and Sports

22. People and Languages

23. A current news report about your country (If available).

Tips for **Outstanding** Reports

1. Do not use line paper!
2. Reword ideas in your research. Do not copy word for word.
3. Make an attractive and eye-catching cover. Remember: "First impressions" are lasting impressions.
4. Put your name, grade, date and teacher on the cover.
5. Number each page of your report.
6. Put one or two topics on each page.
7. Put the title from your table of contents on the top of each page.
8. Proofread carefully for errors!
9. Only reports in ink or typed will be accepted!
10. Add something different to make your report special.

Table of Contents

1. Locations, Boundaries, Population and Capital City 1

2. Land and Climates 3

3. History 4

4. Government 6

5. Education 7

6. Products 8

7. Flag 9

8. Word Puzzle 10

9. Cities 11

10. People and Languages 14

11. Customs 16

12. Bibliography 17

This is only a sample!

Word Puzzle

wEst of the Red Sea

a Great empire

pYramids

Phosphates are mineral resources

Tombs of the pharaohs

This is only a sample!

ANNOTATED BIBLIOGRAPHY

Sources and Resources

Smithsonian Institution
Washington, D.C.

Martin Luther King Library
901 G. Street, NW
Washington, D.C.

National Geographic Society
17th and M Street, NW
Washington, D.C.

Brazilian Embassy
Washington, D.C.

Microsoft Encarta: Complete Interactive Multimedia Encyclopedia, 1995.

Burrville Elementary Library
801 Division Ave, NE
Washington, D.C.

Seeing Brazil through Micronesian Eyes

A Cultural Geography of Brazil and South America
Social Studies Resource Unit

Stephen S. Mucher
Social Studies Department Chair
Marianas High School
Saipan, Commonwealth of the Northern Marianas

Fulbright-Hays Seminars Abroad Program
Education, Multiculturalism, and Citizenship in Brazil
administered for the U.S. Department of Education
by the Commission for Educational Exchange Between the U.S. and Brazil
Fulbright Commission

Brasilia, Manaus, Recife, Bahia, Sao Paulo,
Foz do Iguacu, Curitiba, and Rio de Janeiro
28 June – 25 July 1998

Table of Contents

I. Synopsis
II. Background of Marianas High School and the CNMI
III. The Need to Restructure World Geography
IV. The Importance of Student Generated Themes
V. Matrix
VI. Materials
VII. Activities (Related to Possible Themes)
VIII. Possible Objectives
IX. Key Figures and Research Terms
X. Bibliographical Resources
XI. Appendix
    A. Sample of possible student generated themes for Micronesia matrix

I. Synopsis

Topic: Cultural Geography of Brazil and South America
Course: World Geography
Grades: 9-12
Length: 15 class periods (3 weeks)

The purpose of this resource unit is to provide Commonwealth of the Northern Mariana Island (CNMI) Public School teachers a framework for teaching South American cultural geography to their unique student population. Rather than tackle the region as a whole, the unit focuses on the nation of Brazil as a representative nation of South America. The purpose of this approach is to restructure the teaching of cultural geography in a way that connects to the lives of Micronesian students who have limited travel and cross cultural experiences. A major focus of the unit is to allow the students to develop themes for comparing their region with that of Brazil and South America.

II. Background of Marianas High School and the CNMI

The Northern Mariana Islands have been an American possession since World War II. Although rarely spoken as a first language, English is used for most official business and provides an important linguistic link between the varying ethnic groups. U.S. texts and curricula are used throughout the public school system. Marianas High School (MHS) is the only public high school on the largest island of Saipan and serves 1800 students. Few mainland U.S. schools can match the cultural diversity found at MHS. In addition to the indigenous Chamorros and Carolinians, recent waves of immigration have brought large contingents from the Micronesian islands of Chuuk, Yap, Palau, Pohnpei, and Guam. Economic development has brought in the children of laborers from Korea, the Philippines, and the U.S. mainland. There is no ethnic majority in the school and each of the above mentioned groups can boast at least 5 percent of the student population. When students from China, Japan, Thailand, Bangladesh, Samoa, and various outer island atolls are factored in, 23 languages or dialects can be heard at MHS on a given day.

Perhaps more fascinating than the diversity is the vitality of many of these cultures. It is difficult to think of any region that has changed as rapidly. Many MHS students are externally modern in their Western clothes, new cars, and American entertainment interests. It is hard to imagine that many of their grandparents wore grass skirts, lived in bamboo huts, and fished the reefs in dugout canoes. Despite the changes brought by a new political status, a cash economy, and modern communications, there is still a strong sense of identity with most of these cultures. This is exhibited through outward expressions as well as less tangible cultural traits such as family and clan structure, religious synchronism, forms of respect, rights of passage, and political systems. These living cultures highlight the need to connect culture and curriculum in an effort to protect these cultures and their expressions.

The MHS teacher is presented with a unique challenge of motivating a student population that represents only the first or second generation in their family to pursue secondary education. In addition, most students have never traveled beyond a few nearby islands and were only recently exposed to modern satellite and cable communications. Ironically, the "island" is the perfect metaphor for their geographical experience. The MHS Social Studies Departments teaches World Geography to students who have never seen a river, mountain, lake or plain; never experienced cold temperatures or snow; never tasted the various foods of Europe or Latin America; and never conversed with a Muslim, Hindu, or Jew. Such a challenge is as exciting as it is daunting.

III. The Need to Restructure Geography

The MHS Social Studies Department, the Public School System, and the CNMI Council for the Humanities have all recently begun to address a key problem in student performance. Students in the Mariana Islands understand some basics of their own cultures, but are unable to make strong connections as to where their cultures fit into the larger context of American and world history. Given this context, teachers have recognized limitations in the survey approach to World Geography. The key to success in the MHS classroom is connecting the student's existing knowledge base and experiences with new material. It is necessary to alter the scope and sequence of World Geography to allow for a deeper knowledge of world cultures and to focus on how the material connects with the student's experiences.

IV. The Importance of Student Generated Themes

For years, MHS has purchased World Geography texts written by U.S. scholars and educators for U.S. teachers and students. In addition, the Public School System continues to rely on a teaching pool of individuals who are relatively unfamiliar with their students' histories and cultural characteristics. The teacher must keep this in mind as he or she laments the ambivalence many students display when learning about other cultures. It is also possible that students feel insignificant living on a small island that contributes little to the new global consumer culture that bombards them outside the classroom. It is a testament to the vitality of Micronesian cultures that they have been able to withstand this and many other forms of domination throughout their histories (ie. Spanish, German, Japanese and American political occupations).

The essential question for any resource unit is that of content. What is the most appropriate material for these students and why? What information will give these students a foundation and a desire for learning more about Brazil or South America? The most renowned Brazilian educational philosopher, Paulo Freire, defined program content as, "the organized, systematized, and developed 're-presentation' to individuals of the things about which they want to know more" (*Pedagogy of the Oppressed*, 74). Allowing the student to play a part in the content of their education not only shows faith in the student, but also a respect for his or her culture.

V. Matrix

Since the course and each resource unit is taught as a comparative study, it must start with a firm understanding of Micronesia (the region to which the comparison will be made) and a structure for making the comparisons. This unit employs a matrix which organizes, systematizes, and develops the characteristics of Micronesia and comparable world regions using three broad historical eras:

I. Pre-Contact/Traditional
II. Period of Global Influence
III. The Modern Experience

The matrix compares and contrasts 8 elements:

A. The impact of physical geography on cultural expression
B. The significance of key historical events
C. The role of Art and Music as an expression of culture and history
D. The relationship between political structure and the common person
E. The relationship between economic structures and the common person
F. The role and impact of technology and communication
G. The expression of individual identity regionally and nationally
H. The role and impact of "outside" influences

It is assumed that the student has already begun this matrix for Micronesia in their portfolio. They will continue to add to it throughout the year as the study of other cultures helps them develop insight into their own. Students will use the first person plural in an effort to personally identify with the characteristics of a culture. The 8 elements mentioned above are categorized for students as:

A. How Our Environment Affects Us
B. The Important Events that Shape Us
C. How We Express Ourselves
D. How Politics Affect Us
E. How Our Economy Affects Us
F. Our Technological and Communication Tools
G. Who We Are as People
H. How Outside Influences Affect Us

Despite their immense size difference and current geopolitical roles, Micronesia and Brazil share much in common. The teacher can focus on some of these major similarities:

*Mutual Iberian colonial history
*Strong influence of the Catholic Church
*The traditional role of fishing in coastal villages
*Rapid technological and economic change
*Influence of the extended family network
*The problem of deforestation and reef decay
*The issue of maintaining one's culture

While this unit is considered a comparative study, the teacher must be careful not to generalize for the sake of shaping similarities. Working to recognize cultural differences between the two regions is just as important as discovering similarities. "Comparative" in this sense means "compare and contrast."

VI. Materials

Teachers at MHS have long dealt with the problem of preparing lessons with limited instructional resources. This list makes suggestions that may or may not be available to the teacher.

Classroom:
Chalk and chalkboard, computer with Internet or CD ROM capabilities, overhead projector, TV and VCR, world and regional display maps, globe

Teacher:
This resource planner, outline maps, evaluation tools, examples of Brazilian music, art, photographs, recipes, and artifacts of historical and popular culture (see XI. Bibliography)

Shared Student materials:
Geography textbook, Atlases, World Almanacs, English-Portuguese Dictionary

Since themes will be generated through student/teacher dialogue, it is essential that the teacher be prepared to use a wide base of knowledge and resources to facilitate an effective comparative study.

VII. Activities (Related to Possible Themes)

The foundational activity of this unit is a student developed, written matrix of Brazil for comparison purposes. This should be done over the course of the three week unit. One week is reserved for each historical time period, although *The Modern Experience* may require additional time.

This unit is a comparative study. The activities listed are all centered around the idea of comparing characteristics of Brazil with characteristics of Micronesia. These possibilities should be used when appropriate.

1. Labeling and coloring of a blank, outline map of Brazil and South America (use scale bar and refer back to Micronesia map)
2. *South American Bandstand* using Brazilian music (students "smash" or "trash" examples of *axe*, samba, bossa nova, *forro, tropicalismo*, etc. and compare to local music)
3. Reading excerpts of Brazilian poetry and literature (are the themes universal?)
4. Write classified "want ads" for jobs in northeast Brazil (students compare with what skills and education are needed to obtain similar work in the CNMI)
5. Use a world map to show the immigration patterns to Brazil over the past 500 years (What are the positive results of immigration in Brazil and in Micronesia?)
6. Design the ideal city (The architects of Brasilia had this opportunity. What could be done about traffic and pollution problems in Garapan?)
7. Brazilian Feast! (Students research recipes and prepare meal. Compare ingredients and cooking similarities)
8. The World Cup (Class attempts to learn the fundamentals of *futebol*. Why is soccer not as popular in the CNMI?)
9. Walk through the jungle (consider the effects of deforestation. What plants grow in both places?)
10. Compare the journeys of Pedro Cabral and Magellan (Essay. Write a historical fiction from the point of view of the "discoverer" or the native upon seeing each other)
11. Celebrate Carnival Brazilian style (What religious anniversaries are celebrated in the CNMI and how are they celebrated?)
12. Practice basic communication in Portuguese. (Nearly everyone in Brazil speaks this one language. Why is this not true on Saipan?)
13. Research the length, width, and volume of the Amazon River. (compare with the Tinian Channel)
14. Retrace the geography of the slave trade (What were the major trade routes in the Pacific at this time and how did they influence Micronesian culture?)
15. View critically acclaimed film *The Mission* (What do you think the Spanish attitude was toward Micronesians? What were the values of the Spanish leaders that led them to expel the Jesuits?)
16. Compare early hunting weapons of Micronesians and native Brazilians. (Draw or make examples)
17. Compare early housing for Micronesians and Brazilians.
18. Compare Portuguese words for months and days with Chamorro words.
19. Compare any of the following with traditional Brazil: tatoos, pottery, weaving, body adornment and jewelry, musical instruments, and other art forms.
20. Make list describing why native Americans such as the Tupi were nomadic and compare it to the reasons Micronesians were nomadic (food issues, war, natural catastrophes)

21. Find out what time it is in Rio de Janeiro right now and ask what people might be doing that this hour.
22. List similarities between religious expression in Brazil and Micronesia (mainly Catholicism, but look at elements of traditional beliefs).
23. Contrast the population of Sao Paulo with that of Saipan (17mil. vs. 60,000. Why is overpopulation a problem in both cities?).
24. Have student investigate the cost of a trip to Brazil (Use travel agent. What attracts tourist to the CNMI and Brazil respectively?).
25. Viewing video clips of Brazilian social problems (Essay assignments: Why is there no homelessness in Saipan? What could the CNMI learn from deforestation problems?).
26. TV Guide (research what Brazilians watch and compare to your schedule. Note the influence of the *telenovelas* and *futebol*).
27. The Beach (Compare a day at the beach for Brazilians and for Micronesians. Why do so few Brazilians fish? What's the deal with those bathing suits? Agree or Disagree with those from Rio who say "The beach IS Life.").
28. Would Micronesian fishing techniques work in Brazil? Why or Why not?
29. What cities in Brazil have similar latitude number to Saipan (14 degrees South of the equator).
30. Essay: Pretend you are a Brazilian high school student. What are your joys, fears, hopes, values, etc.?

VIII. Possible Objectives

Regardless of what themes are generated through the educational process, five central objectives should be met:

1. The student will develop a lasting, foundational knowledge of Brazil and its people.
2. The student will develop an interest in learning more about Brazil informally and outside the classroom.
3. The student will learn research skills that will enable the student to pursue this interest.
4. The student will develop critical thinking skills that strengthen the student's ability to compare and contrast nations and their cultures.
5. The student will use the Brazilian case study to critically evaluate the history, culture, economic structures, and political forces in his or her own community for the purpose of transforming that community.
6. The student will gain confidence in the student's ability to shape the direction of his or her educational journey.

In addition to these central objectives a number of possible outcomes strengthen the curriculum. These outcomes will depend on the type of activities chosen to encourage a deeper understanding of various themes. Examples include, but are not limited to:

a. The student will work collaboratively in groups to plan research and discuss themes.
b. The student will integrate knowledge of Brazil with knowledge gained primarily in other disciplines.
c. The student will develop cartography skills and strengthen skills related to the use of charts and graphs.
d. The student will develop basic communication skills in a foreign language.
e. The student will make critical evaluations of art, music, and literature from a foreign country.
f. The student will strengthen reading, writing, and interpretation skills.
g. The student will develop solutions for social problems in Brazil and in Micronesia.
h. The student will develop an appreciation for Brazilian popular culture.
i. The student will learn to prepare and enjoy Brazilian cuisine.
j. The student will make connections between his or her history and the history of another region.

BEST COPY AVAILABLE

IX. Key Figures and Research Terms

This section provides the teacher and student with key words for research. This list is not defined or comprehensive and only aims to offer a starting point for pursuing interests more in-depth. A Portuguese-English dictionary or the Glossary from *Lonely Planet* might be necessary for some translations.

A. Art

Antonio Francisco Lisboa (Aleijadinho), Candido Portinari, indiginous art, MAC (Museum of Contemporary Art in Sao Paulo), Jean-Baptiste Debret, Lasar Segall, Emiliano Di Cavalcanti, folk art, Severino, Mestre Vitalino, Ze Caboclo.

B. Architecture

Olinda, Ouro Preto, *Bom Jesus de Matzinhos* church, Jesuit missions, Brasilia, *azulejos*, *favela*, *palafitas*, Pelourinho, Oscar Niemeyer, *Santuario Dom Bosco*, Lucio Costa, Burle Marx, Curitiba, Recife Antigo

C. Fishing

jangadeiros, *jangada*, *piranha*, river dolphins, sea turtles

D. Food

cafezinho, *caipirinha*, *cachaca*, *churrascaria*, *guarana*, *lanchonete*, *mate*, *comida por kilo*, *rodizio*, *acaraje*, *feijoada*, *cuscuz*, *cupuacu*, *feijao*, *moqueca*, *tacaca*, *mandioca*, *couve*, *maracuja*, *tapioca*.

E. History

Treaty of Tordesillas, Terra de Vera Cruz, *bandeirantes*, Cabanagem, *capoeira*, *dende*, *farinha*, *gaucho*, *pelourinho*, *quilombo*, Joao Bosco, Pedro Cabral, brazilwood, Martim Afonso de Sousa, *donatarios*, Jesuits, Caramuru, sugar cane, coffee, gold, Napoleon, Dom Joao VI, Dom Pedro I and II, empire, slave revolts, *mocambos*, Palmaras, Zumbi, *cangaceiros*, Lampiao, Farrapos Rebellion, Canudos, Antonio Conselheiro, miscegenation, Henry Wickham, immigration, Getulio Vargas.

F. Literature

Machado de Assis, Jorge Amado, Graciliano Ramos, Mario de Andrade, *Macunaima*, Clarice Lispector, Dinah Silveira de Queiroz, Marcio Souza, Pablo Vierci, Literatura de Cordel

G. Music

a. Samba (Carmen Miranda)
b. Bossa Nova (Vinicius Morales, Tom Jobim, Joao Gilberto, Elis Regina)
c. *Tropicalismo* (Gilberto Gil, Caetano Velaso, Gal Costa, Rita Lee, Maria Betania)
d. *Musica Popular Brasileira* (Chico Buarque, Paulinho da Viola, Jorge Bem, Milton Nascimento)
e. Rock and Rap (Sepultura, Plebe Rude, MRN, Racionais MC)
f. Regional forms (*forro*, *trio electrico*, *afoxe*, *carimbo*, *axe*, *sertanejo*)
g. U.S. attention (Paul Simon's *Rhythm of the Saints* and Salvador's *Olodum*)
h. Terms (*bateria*, *berimbau*, *bloco*, *violeiros*)

H. Politics

Juscelino Kubitschek, Fernando Collor de Mello, Leonel Brizola, Lula, Fernando Enrique Cardoso, Maharajas, PMDB (party), PT(party), PTD (party), Senator Bernadita de Silva, *Plano Real*.

I. Religion

catholicism, Candomble, Kardecism, *umbanda*, carnival, *Cirio de Nazare*, Base communities, Figa, liberation theology, *terreiro*

J. Sports

Pele (Edson Arantes do Nascimento), Ayrton Senna, Ronaldo, Volleyball, Romario, *Autodromo*, *Maracana*, Oscar Schmidt, World Cup

X. Bibliographical Resources

A. Books

Bastide, Roger. *The African Religions of Brazil.* Baltimore: Johns Hopkins, 1978.
Reference for Candomble *and Northeastern culture.*

De la Fuente, F. R. World of Wildlife: *Animals of South America.* Orbis, 1975.
Illustrated guide for comparison purposes.

Draffen, Andrew et al. *Brazil: Lonely Planet Travel Survival Kit.* Oakland: Lonely Planet Publications, 1996.
All purpose guide for traveler has good sections for language (incl. Slang), food, regional characteristics, festivals and cultural events, religion, popular culture, resources, and much more.

Freire, Paulo. *Pedagogy of the Oppressed.* New York: Continuum, 1997.
The most famous work of the Brazilian education philosopher from Recife. Freire set up revolutionary literacy programs for poor adults that attempted to break down traditional teacher-student paternalism and develop a critical consciousness through dialogue.

Freyre, Gilberto. *The Masters and the Slaves.* Univ. of California Press, 1986.
Freyre agrues that slavery and race relations in Brazil led to a more homogenous society than that of the U.S. Many historians and commentators have debunked this argument, but the work is still recommended for its insight on Brazilian slavery. Good class discussion.

Hemmings, John. *Red Gold: The Conquest of the Brazilian Indians.*
Shows how Indians were either pacified or eliminated between 1500 and 1760.

McIntyre, Loren. *Amazonia.*
Respected photographer and explorer.

O'Conner, Geoffrey. *Amazon Journal: Dispatches from a Vanishing Frontier.* E.P. Dutton, 1997.
Combining memoir, journalism, history, and anthropology, a critically acclaimed filmmaker takes a critical look at one of the world's most intriguing regions, discussing the plight of the Amazon's native peoples, ecological disaster, the rich beauty of the environment, and the struggle for indigenous rights.

Peterson, Joan and David. *Eat Smart in Brazil.* Madison: Ginko Press, 1995.
Excellent source for food. Gives historical background and culinary influences, provides recipes, resources, and ingredient descriptions and translations.

Scheper-Hughes, Nancy. *Death without Weeping: the Violence of Everyday Life in Brazil.* Berkeley and Los Angeles: University of California Press, 1992.
A shattering portrayal of life among the impoverished inhabitants of Alto do Cruzeiro ("Hill of the Crucifixion"), a shantytown in the city of Bom Jesus da Mata in northeastern Brazil's Pernambuco Province. The author explores the social, economic, political, and religious factors--the plantation system's exploitation of the workers; governmental corruption and indifference; superstition; the hidebound conservatism of the Roman Catholic hierarchy--that contribute to the inhumane conditions. (Kirkus, April 1, 1992).

Viotti da Costa, Emilia. *The Brazilian Empire: Myths and Histories.* University of Chicago Press, 1986.
Essays demonstrate how myths hid oppression and poverty in 19th century Brazil.

B. Brazilian based Internet Sites

*American Chamber of Commerce (www.amcham.com.br) *Good site for facts and figures in English*
*Brazil Census Bureau (www.ibg.gov.br)
*brazzil.com (news and commentary in English)
*brazilianmusic.com
*brazilonline.com
*Djumbay (www.ocara.org.br) *Recife based organization that promotes Afro-Brazilian culture*
*Brazilian Ministry of Education (www.mec.gov.br) *For education comparison purposes*
*Pan-American Education Clearinghouse (www.americas-edu.org)
*Proyeto Axe (www.ongba.org.br/org/axe/home.html) *Innovative program that draws homeless children off the street and places them in a school that teaches art and design skills*
*Universidade Federal Bahia (www.ufba.br) *Academic center for Northeast Brazil*
*Universidade Sao Paulo (www.usp.br) *The largest and most prestigious Brazilian university.*

C. Feature Films

The Mission
The Medicine Man
Chico Mendes
Kiss of the Spider Woman
Pixote (documentary on street kids)
Barren Lives (Vidas Secas)
The Payer of Vows (O Pagador de Promessas)
God and Devil in the Land of the Sun (Deus e o Diabo na Terra do Sol)
Macunaima
Dona Flor and her Two Husbands
The Hour of the Star (A Hora da Estela)

D. Food Resources

Emporium Brasil	International Market	Supermercado Pepe II	Enchanted Seeds
15 West 46th St.	365 Somerville Ave	2333 N. Western Ave	PO Box 6087
New York, NY 10036	Somerville, MA 02143	Chicago, IL 60647	L. Cruces, NM 88006
212-764-4646	617-776-1880	312-278-8756	505-523-6058
free catalog	will UPS orders > $20	ships COD	one sheet mailer

Acknowledgements:

The writer would like to thank those who made *Education, Multiculturalism, and Citizenship in Brazil* possible. Because of the commitment of these people and organizations, 18 American educators will bring innovative, content-rich course material into their schools and promote community between these two nations. Each of us understands that the Fulbright-Hays Seminar is made possible through continued funding and support from our elected officials. We encourage these leaders to invest in our nation's future and keep Senator Fulbright's vision alive.

I would especially like to thank the Commission for Educational Exchange between the U.S. and Brazil and the U.S. Department of Education's International Education and Graduate Programs Office. Rosalie Gendimenico was patient and helpful in working out pre-trip problems from USDE's Washington office. The Fulbright Commission in Brazil did a fantastic job managing an itinerary that showed us "8 different Brazils." Executive Director Marco Antonio da Rocha was a gracious host and an impressive scholar of all things Brazilian. Fulbright staffers Rejania Araujo, Glayna Braga, Hozani de Siqueira, Anderson Vieira Lima, and Jefferson, were equally courteous and helpful. This staff helped arrange meetings, visits, and lectures from a variety of Brazilian leaders, scholars, and teachers who could also be listed here. In short, all of these people introduced me to a vibrant and beautiful nation that, like the U.S., is in the continual process of making eduation a priority.

BEST COPY AVAILABLE

XI. Appendix

A. Sample of possible student generated themes for Micronesia matrix (2 sided)

I. Pre-Contact/Traditional Society

A. How our Environment Affect Us

We have adjusted to our tropical island environment by becoming superb navigators using our knowledge of the wind and ocean currents, stars, and seasons to travel in breadfruit tree dugouts connecting us with the thousands of Micronesian islands spreading out from 135E to 175E. We have learned from our fathers and grandfathers how to become expert fishermen using handmade nets to catch reef fish essential for our survival. We have learned from our mothers and grandmothers how to grow, gather, and prepare foods such as taro, coconut, breadfruit, crabs, mango, and papaya. We have built homes from pandanus, palm, and coconut trees that keep us cool during the hot days, but we are forced to rebuild after frequent typhoons (when we take shelter in caves).

B. The Important Events that Shape Us

Because we have no need for a written language, our history is passed down orally (unfortunately these stories were forgotten when the Spanish broke up communities and forced all Chamorros to go to Guam). We have left a few clues to our history for archeologists to figure out. Important events probably include visits to and from other Micronesian islands, funerals for priests and chiefs, major typhoons, and wars with neighboring villages.

C. How We Express Ourselves

Archeologists say most of our art can be seen in things used for everyday life. The skills we developed in basket weaving, clay pottery, bead making, canoe building, mwar mwars, fish nets, weapons for warfare, and cooking became ways of expressing ourselves. Our lasting legacy is still seen in the amazing latte stones that formed the foundation of many ceremonial homes. Even our music and dance had a practical side. The chants were virtual maps of Micronesia enabling navigators to recall the direction and path across sections of the deadly ocean.

D. How Politics Affect Us

It appears that we lived in relatively small villages led by a chief. We had a rigid caste system where you were either born into a chiefly, merchant, or peasant class. Everyone had a role in the maintenance of village.

E. How Our Economy Affects Us

Our economy was simple day to day survival. Every member of the village was important for fishing, growing, gathering, and preparing our sustenance. We have traded foodstuffs with neighboring villages and visitors from other islands.

F. Our Technological and Communication Tools

The late stones and navigation feats prove that we are a knowledgeable people who carefully studied our environment to improve our lives. With the limited resources of the islands we were able to quarry and erect late posts weighing tons and standing over 20 feet high. Our knowledge of the stars and ocean currents was infinitely superior to the average European or Asian at this time. Communication was as simple as mouth to ear since no written language was used or needed.

G. Who We Are as People

What we actually called ourselves is unknown (We later adopt "Chamorros" from what the Spanish call us). We most likely identify ourselves by our caste and village. Women played an important role in the functioning of the community but do not have the same opportunities as their male counterparts. However, inequality is not as great as in the advancing European nations at the time, because island women were so important in the community's economic survival.

H. How Outside Influences Affect Us

Our main contacts were with our on-island neighbors and the Palauans, Chuukese, and Yapese from the south. Our languages are quite different, but we do exchange navigational and agricultural ideas.

II. Period of European Contacts

A. How Our Environment Affects Us

Europeans arrive and bring a new way of village development that clashes with our ancestor's model. They tend to clear out an area and build towns with symmetrical streets and a religious and ceremonial center. Buildings and houses are built out of concrete and brick now. The Spanish clear out the land for agriculture and the Germans build big plantations for coconut harvesting (copra). The Japanese continue a process of harbor building, some of which disturbs the reefs and our traditional fishing areas. The Americans kick out the Japanese in June of 1944 in a fiery battles that destroys the island's jungles and leads to widespread erosion. The Americans build the world's largest airfield on Tinian and bring widespread use of paved roads and automobiles to the islands.

B. The Important Events that Shape Us

Our important events are not necessarily the European's important events, but they did have a huge impact. Along with the arrival of the Spanish came the Roman Catholic Church which still plays an major role in our lives today. Each new technology, food, or style became somewhat of an event. The Spanish forced all of us "Chamorros" to move to Guam to control us. A group of Micronesians under the brave leadership of Chief Agaruhp arrived in the early 1830s and established a peaceful fishing village in Garapan. The Germans bought the Marianas from the Spanish in 1899. The Japanese took over after W.W.I and soon became the majority population. The Battle of Saipan lasted a month before the U.S. secured the island.

C. How We Express Ourselves

It has been difficult to maintain all of our traditional ways through so many powerful outsiders trying to change us. However, many of us have continued to respect the spirits, eat local foods, fish the reefs, and value or families and clans. We have also combined European elements into our culture. We now speak a mixture of Spanish and our native language. We eat food that combines Spanish, German, Japanese, and American ingredients with our tropical foods. Even our arts and crafts have been impacted by European mediums and styles. Our faith in Christianity can be seen as a prominent theme in our art and music.

D. How Politics Affect Us

For over 400 years we are strangers on our own island. While chiefs and family leaders still have some authority in the local community, decisions on the island's economy and infrastructure are in the hands of the outsiders. We are even forcibly removed from our islands and put on Guam where we mix with the Spanish and Filipino residents. The Germans allow us to govern ourselves as long as we commit to laboring in their profitable copra fields. The Japanese bring in an authoritative government and thousands of their own citizens making us a minority people. They get more strict as their nation moves toward imperialism and they forces us to work on their sugar plantations. The Americans, like the Japanese, were given authority to rule us by the United Nations. The Trust Territory government set up schools and local democratic governments in Micronesia. Democracy has been difficult because its values sometimes clash with traditional clan authority and family loyalties.

E. How Our Economy Affects Us

The major economic impact of Europeans was the introduction of new technologies, foods, and styles. The Spanish initially had difficulty getting us to work for them because we felt that we had all we needed in life. But after we became addicted to products such as metal, clothing, and alcohol, we had to work for those who provided it. The Europeans used a mixture of economic incentive and force to keep us working. The islands are resource poor and were not very profitable for the Spaniards. The Germans focused on copra. The Japanese set up sugar plantations island wide. The Americans have been interested in the Marianas for military purposes and have paid simply for that right.

F. Our Technological and Communication Tools

The widespread use of European technology and shipping resulted in many loosing their traditional navigational knowledge. These ships could carry more and would ferry people, supplies, and ideas around Micronesia. The arrival of metal changed all of our tool use. Guns greatly increased death in tribal warfare and in family disputes. The Germans and Japanese laid trans-Oceanic telegraph cable and air travel brought the islands and the world closer together.

G. Who We Are As People

Our mothers kept our language alive during our exile on Guam. We have mixed with the Spanish and Filipinos. but we identify separately from them taking pride in our native island blood. We live peaceably with the Refaluwasch. Indeed our islands are now made up of two types of natives. The "people of our land" have become distinct in themselves and differ from their Chuukese/Yapese ancestors in significant ways. We have never seen ourselves as Spanish. German. Japanese. or American and we don't take collective pride in our European or Japanese blood. We are Chamorros. We are Refaluwasch.

H. How Outside Influences Affect Us

This entire period has been one of influences. Yet we are one of the few former Spanish colonies were the Spanish language is not spoken. Our history is that of combining outside influences with tradition.

III. The Modern Experience

A. How Our Environment Affects Us

Our environment is much the same as that of our ancestors, but years of agriculture, people, war, and modern technology have had a toll. The reef that sustained us for centuries now brings in millions of tourists who in-turn, threaten it. The automobile, electricity, and consumerism have brought about serious pollution problems. Very little land on Saipan is set aside to be preserved as more hotels, golf courses, and homesteads emerge. Saipan has the biggest population in its history. This means serious issues must be worked out in the future regarding water supply, traffic, and jobs. Air conditioning has had a profound impact on how we deal with our climate. Rebuilding after typhoons is easier now with concrete houses and FEMA.

B. The Important Events that Shaped Us

Much of our modernization began when Pres. Kennedy sent in the Peace Corps. Many of our current leaders were educated during this time, some attending U.S. colleges. The Congress of Micronesia worked with Palau, Chuuk, Yap, Pohnpei, Kosrae, and the Marshalls to map out a common future after the Trust Territory. The Marianas voted for a Covenant with the U.S. maintaining a close relationship. Many of our important events are celebrated as holidays now including the day we gaining U.S. citizenship and the day we became a Covenant. During my lifetime....... (13 Fishermen, Hillbloom, Typhoon Kim, Paka, Gov. Tenorio)

C. How We Express Ourselves

Much of our culture expression centers around family and respect. Refaluwasch and Chamorros alike show respect to their elders by kissing their hand (respetu). We always find a reason to get together. Many of our family barbecues center around Catholic holidays, birthdays, anniversaries, or Commonwealth holidays. We make our own music with island themes using guitars, ukeleles, and our voices. We still perform dances that are hundreds of years old. Many of us have learned from our elders how to weave, make beads, build uuts, cook, and create mwars. On the flip side, we have a modern side influenced by other countries. We listen to American top 40 music, go to modern discos, watch U.S. cable TV., and dress in the latest hip-hop styles. We love the music of Bob Marley, especially because of his island themes.

D. How Politics Affect Us

The Americans now have less of a political presence in everyday island life. We elect our own Governor, Legislature, Board of Education, Mayors and others. Politics still resemble clan loyalties which can complicate things. It also means that everyone has a vested interest in who is leading. Since the majority of the local population is employed by the government, elections determine who gets key appointed positions and pay raises. Political campaigns are filled with pageantry and emotion. The major political issue today involves labor and immigration policies. While we like the benefits of a growing economy, many of us are concerned about the immigration that has led to us becoming a minority on our own island. This is also the key federal issue as the U.S. government threatens to take away our control of immigration and minimum wage law.

E. How Our Economy Affects Us

Tourism and garment manufacturing are the only major sources of revenue. Because most Chamorros and Refaluwasch work for the government, almost 40,000 immigrants have been brought in during the last 15 years to fill the jobs needed to support these sectors. Most of us prefer government jobs because they are higher paying and better benefits than the $3.05 minimum wage jobs filled by immigrants. Younger, educated islanders without political connections are beginning to look for work beyond the islands.

F. Our Technological and Communication Tools

No invention has played a larger role than TV. TV exposes us to the world and has impact our wants and styles. We enjoy the benefits of telecommunications. The automobile has changed the face of Saipan. Air-conditioning has changed the way we experience our climate. Modern jet travel has exposed some of us the mainlands of America or Asia.

G. Who We Are As People

Living in a multi-cultural society has changed our perceptions of ourselves. We still view ourselves primarily as Chamorros or Refaluwasch. However, many of us recognize our mixture with other races such as Filipinos, Japanese, American, Micronesian, Hawaiian and others. Language is a key part of our identity, but some are worried we are loosing that. Filipinos and Americans who grow up in the Marianas usually adapt much of the culture and identity of us islanders. There is significant friction between Chamolinians and immigrants.

H. How Outside Influences Affect Us

The major external influences are TV and new immigrant groups.

BRAZILIAN CONSTITUTIONAL REALITIES
PRINT VERSUS PRACTICE

GAIL S. RUMPH

KALAMAZOO, MICHIGAN

FULBRIGHT-HAYS SEMINAR ABROAD PROGRAM
INDEPENDENT/CURRICULUM PROJECT

BRAZILIAN CONSTITUTIONAL REALITIES
PRINT VERSUS PRACTICE

No area of educational curricular is more important than understanding the rights and responsibility of citizens within the borders of their home country. In this submission document, detailing a teaching/learning unit, the focus is identification of issues related to the Brazilian Constitution and it impact on Brazilian people.

A brief comparative review of Brazil Constitution will be related to the United States Constitution, bases on the sound educational practice of connecting new learning with that which students are currently familiar. For the purpose of discussion, both Constitution Preambles will be stated. It is of great importance to see the similarity in the text of these two short statements in light of the great differences on how they are upheld in practice.

CONSTITUTION OF THE FEDERATIVE REPUBLIC OF BRAZIL

PREAMBLE

We the representatives of the Brazilian People, assemble in the National Constituent Assembly to institute a Democratic State for the purpose of ensuring the exercise of social and individual rights, liberty, security, well-being, development, equality and justice as supreme values of a fraternal, pluralist and unprejudiced society, based on social harmony and committed, in the internal and international sphere, to the peaceful solution of disputes, promulgated, under the protection of God this CONSTITUTION OF THE FEDERATIVE REPUBLIC OF BRAZIL.

CONSTITUTION OF THE UNITED STATES OF AMERICA
PREAMBLE

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessing of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Human rights abuse documented in this submission will provide points to ponder, and issues to discuss as one explores the American definition of democracy and fairness.

OBJECTIVES:

At the end of this unit students will be able to:

1. Construct an interpret time lines of some important people and events from the history of Brazil and the United States (teacher can select points of interest for students).
2. Select conditions in Brazil and the United States and describe how they have been shaped by events from the past.
3. Describe and compare characteristics of the Preamble of the Constitution of Brazil and the United States.
4. Describe and compare the content of the Preamble of Brazil's Constitution with what is current practice in the nation.

RESOURCES:

1. Preambles of the Constitution of the United States of American the Constitution of the Federative Republic of Brazil.
2. Constitution of the Federative Republic of Brazil.
3. Constitution of the United States of America.
4. Encyclopedia/CDRom/Newspaper/Selected BBC Broadcasts
5. Brazil Country Report on Human Rights Practices for 1997

Note: The Constitutions of the United States can be found and printed on the Internet at: http:civnet.org/resources/document/historic/constitu.htm

The Constitution of the Federative Republic of Brazil can be found and printed at: http://star.hsrc.ac.za/constitutions/constrbra2-1.html

The Brazil Country Report on Human Rights Practices for 1997 can be found and printed from the Internet at: http://www.state.gov/www/globalhuman_rights/1997_hrp_report

ACTIVITIES:

1. Teacher should provide the following resources for students to have access to written, video, and oral materials from above resources to acquaint them with the region, people, customs, and geography of Brazil and create a time line of important events.

2. Reviews of specific sections of the Constitution of the United States (Bill of Rights). Students will review and discuss the main considerations of the US Constitution with guided instruction and emphasis on human rights.

3. Reviews of specific sections of the FEDERATIVE Republic of Brazil (Fundamental Rights and Guarantees). The teacher will guide students with discussion of these rights focusing on human rights.

4. Comparison of states rights and responsibilities as stated in the Preambles of the Brazilian and US Constitution. The teacher will provide copies of each preamble to make comparisons and contrast between the two constitutions of the two countries.

5. Interpret current practice in Brazil related to the Preamble. The teacher will provide students with articles and Internet information to prepare their work on making comparisons, inconsistencies, and behaviors consistent with the written document; they will determine if the printed document matches the current practice and predict what will happen based on information supplied by the teacher.

6. Teacher will distribute a copy of each constitutions basic human rights. Have students to work in groups and paraphrase each basic right. Each group will develop an illustrated copy of each right from their groups.

QUESTIONS/VOCABULARY WORDS:

constitution preamble liberty equality ordain unprejudiced promulgate

1. What is a constitution and whom does it represent?
   (Activities 1 and 2 above.)

2. Why were constitutions written and why were they needed?
   (Activity 2)

3. Define citizenship.
   (Activities 5 and 6)

4. How do citizens act on their basic rights and are they upheld by both constitutions?
   (Activities 3)

5. What are (or have been) the main conflicts between print and practice in specific sections of the Constitution of Brazil? The Constitution of United States of America?
   (Activities 4 and 5)

6. What are human rights? How are they addressed in given sections of the two Constitutions?
   (Activities 2, 3 and 6)

7. Describe three elements in the preambles of the two constitutions that are similar.
   (Activity 4)

8. Identify two elements in the preambles of the two constitutions that are different.
   (Activity 4)

9. Based on study of this unit, what would be an appropriate constitutional preamble for your classroom?
   (Activities 1 through 6)

10. How does your time line reflect important elements of the constitutions of the two nations?
    (Activity 1)

EVALUATION:

Students will be able to:

1. Demonstrate understanding of important events in Brazilian and American history through the construction of an interpretive time line of important events.
2. Explain the relationship between current practices and their historical origin using persuasive writing.
3. Create a comparative analysis chart of the characteristics of the preambles of the constitutions of the United States and Brazil.
4. Construct a set of issue cards compare and contrast print and practice specific to given elements of the two nations. One set for each issue for each nation will be constructed.

BACKGROUND INFORMATION:

This information is intended as background for teachers when introducing the unit to students.

The world is beginning to reveal more about people and their love for their countries. There are countries constantly in turmoil and many people are trying to reevaluate their positions as citizens and how their basic rights are being projected to others. As old governments transform and new countries began to assess their governing document, many are taking a closer look at the rights of a nation└╤ citizens. Laws which govern people were established to meet their needs as stated in their constitutions. Unlike basic needs of food, water, shelter and clothing, there are basic rights which were established and written for all and there were clear indications that these rights applied to all citizens of that country. These rights applied to natural citizens and naturalized citizens, alike. Citizens have a clear understanding of the protection given them by the virtue of what is written in their respective Constitutions.

Yet, the more we read and the more we hear somehow there are discrepancies where these constitutional rights are not being enforced. So what must be done to mandate that these rights in print be upheld in practice? These documents begin with a very shot message, the Preamble. Most people never take the time to truly understand and evaluate this part of the constitution.

Although citizenship is mention in both the Preamble and the full Constitution, people generally do not question their relationship to them. For example, the constitution of Brazil is a document, which, since its first writing and adoption, has contained some faults, compounded by the fact that this country had seven constitutions since its independence.

The country of Brazil was discovered on April 22, 1500 by the Portuguese, yet on September 7, 1822 the country was granted full independence from Portugal and the need for a government free from Portugal□s rule was important to the people. Again and again the words were rewritten, the constitution revised, but the practices of the nation have not yet matched the ideals stated in the documents.

In contrast, the United States Constitution, penned following independence from Britain, has stood in tact as an instrument of governance for more than 220 years. How does one describe their feelings about the country they live in and the principles that govern it? This unit will be a catalyst for students to develop a deeper understanding of the historical impact on current practice in both Brazil and the United States of America.

Passport To Brazil

Elementary Children Take An Imaginary Eighteen Day Trip To Brazil While Learning About Soccer

Written by:
Nancy A. Silva
P.O. Box 932
Manomet Avenue
Manomet, Massachusetts 02345 U.S.A.
(508) 224-3261
e mail: mathnas@capecod.net

Day One: Off To Brazil - Departure From The United States

Introduction: All persons traveling to Brazil will need a passport. A passport is a necessary travel document that identifies the person whose name is on it as a citizen of the country that issued it. It also implies that the person carrying it will be given a safe passage through the country. When entering Brazil, all persons will need a visa. A visa is an endorsement that shows the passport has been checked.

Objective: 1. To describe the purpose of a passport and a visa. 2. To correctly identify, write, and spell one's name, address, place of birth, and birth date.

Procedure:
1. The teacher will provide sample passports and visas for the children to examine. The class will discuss the information contained on the passport and visa.
2. The teacher will provide each child with a folded booklet of two 8 1/2x11 sheets. of white construction paper.
3. The children will write: PASSPORT - UNITED STATES OF AMERICA on the front.
4. The children will open the booklet. Inside the front cover, the child will write his/her name, birth date, place of birth, address, and signature.

Discussion: Invite the children to discuss why passports are necessary. Challenge the children to offer helpful hints for keeping their passport safe throughout their trip to Brazil.

Extensions:
1. **Art:** Invite children to design a visas for Brazil on a small white peel-off label. The children may exchange visas with their classmates. Each child may place the visa that he/she received in his/her passport.
2. **Social Studies:** Display a large map of Brazil. Assist the children in locating the places that they will visit throughout their vacation: Brasilia, Rio de Janeiro, Manaus (The Amazon River), Iguacu Falls, Salvador.
3. **Science:** Describe the present temperature and weather conditions throughout Brazil. Invite the class to compare the days weather with the weather that they will soon be experiencing in Brazil.

Day Two: Arrival In Brasilia

Introduction: On April 12, 1960, Brazil's capital was moved from Rio de Janeiro to Brasilia. Brasilia is in the state of Goias, deep in the interior of the country. It was the goal of the country to develop areas of the country away from the Atlantic ocean. The city is noted for its modern architecture. Three Brazilian designers are credited with giving it its modern look: city planner Lucio Costa, architect Oscar Niemeyer, and landscape designer Roberto Burle Marx. The city is shaped like an airplane. The government offices form the central cabin. The nose of the plane is where the main executive, legislative, and judicial buildings are located. The airplane's wings are the residential areas of the city.

Objective: Mathematics: 1. To identify pattern block shapes: square, trapezoid, hexagon, triangle, rhombus. 2. To compare amounts.

Procedure:

1. The teacher will provide a large collection of pattern block shapes for the children to use.
2. The children will create a flat model of a modern building using a variety of pattern block shapes.
3. The children will complete a tally chart to show the number of each of the six pattern block shapes used in their modern building for Brasilia.

Discussion:

Challenge the children to compare the number of the six different blocks used in their buildings. Invite the children to use the following sentences to describe the blocks used in their buildings.

I used more ______________________ *than* __________________.
I used less _______________________ *than* __________________.
I used ______ *hexagons and trapezoids.*
I used ______ *triangles and squares.*

Extensions:

Mathematics: Create a class pictograph to show the block that each child used the greatest number of blocks used to create their modern building for Brasilia.

Language Arts: Invite the children to write a description of their pattern block building. Challenge them to explain how the building will be used and identify the number of people who will work there.

Mathematics: Assign a monetary value to each pattern block shape: hexagon = 50 centavos, trapezoid = 25 centavos, square = 10 centavos, triangle = 5 centavos, rhombuses = 1 centavos. Challenge the children to find the value of their building in *reais* (100 centavos = 1 real. The plural of *real* is *reais*.)

Social Studies: Challenge the children to locate Brasilia on a map of Brazil. Use the map scale to identify the number of miles that government workers traveled when the capital was moved from Rio de Janeiro to Brasilia.

Social Studies: Challenge the children to locate photographs of some of Brasilia's well know buildings:

Day Three: Our First Glimpse Of The Brazilian Flag

Introduction: Brazil's flag features a large, yellow diamond on a bright green background. The green color stands for the lush forests and fields. The yellow color represents the rich deposits of gold found in Brazil. In the diamond, there is a blue circle with twenty-seven white stars, representing the country's twenty-six states and the federal district of Brasilia. The stars are arranged in the constellations that were visible in the sky on the night of November 15, 1889, the Day Of The Republic. A white banner that stretches across the blue circle reads

***"Odem e Progresso"* - "order and progress".**

Objective: To compare the Brazilian flag and the American flag using a Venn Diagram.

Procedure:
1. The teacher will present the class with a large copy of the Brazilian flag and the American flag and provide time for the children to observe the two flags.
2. The teacher will create a large two-circle Venn diagram on a piece of chart paper. The first circle will be labeled **Brazilian Flag**. The second circle will be labeled **American Flag**.
3. The children will share their observations of the flag with the class. These observations will be recorded in the appropriate section of the Venn diagram.

CIRCLE ONE: Observations that are true of *only* the Brazilian flag will be recorded in the fiArrival In Brasilia

Introduction: On Apri*l 12, 1960, Brazil's capital was moved from Rio de Janeiro to Brasilia. Brasilia is in the state of Goias, deep in the interio*r of the country. It was the goal of the country to develop areas of the country away from the Atlantic ocean. The city is noted for its mo*dem architecture. Three Brazilian designers are credited with giv*ing it its modern look: city planner Lucio Costa, archi*tect* Oscar Niemeyer, and landscape designer Roberto Burle Marx. The city is shaped like an airplane. The government offices form the central cabin. The no*se of the plane is where the main executiv*e, **legislative**, and judicial buildings are located. The airplane's wings are the residential areas of the city.

Objective: Mathematics: 1. To identify pattern block shapes: square, trapezoid, hexagon, triangle, rhombus. 2. To compare amounts.

Procedure:
1. The teacher will provide a large collection of pattern block shapes for the children **to use**.
2. The children will create a flat model of a modern building using a variety of pattern block shapes.
3. The children wi**ll complete a tall*y chart to* show the number of each of the six pattern block shapes**
used in their modern building for Brasilia.

Discussion:
Challenge the children to compare the number of the six different blocks used in their buildings. Invite the children to use the following sentences to describe the blocks used in their buildings.

I used more ______________________ than __________________.
I used less ______________________ than __________________.
I used ______ hexagons and **trapezoids.**
I used ______ triangles and squares.

Extensions:
Mathematics: Create a class pictograph to show the block that each child us**ed the greatest number**
o good day boa noite - good night

obrigado -	**thank you**	**sim -**	**yes**
nao -	**no**	**cidade -**	**city**
roupa -	**clothing**	**casa -**	**house**
dinheiro -	**money**	**escola -**	**school**
agua -	**water**	**fruta -**	**fruit**
olho - eye		**cadeira -**	**chair**

carro -	**car**	**rua -**	**street**

2. The teacher will assist the children in the pronunciation of each of the vocabulary words.
3. Using construction paper, the children will create a picture dictionary using the words listed on the chart.

Discussion:
Discuss similarities between the English words and the Portuguese words.

Extensions:
1. **Language Arts:** Challenge your children to practice making introductions after teaching them the phrases: **Como e seu name?** *(What is your name?)* **Meu nome e...** *(My name is...)*.
2. **Mathematics:** Introduce the number words for one - ten. Provide the children with ten 3x5 inch cards for the children to write each of the number words on.

A. Using any type of hands on materials, (beans, cubes, pennies, buttons, etc.), challenge the children to match the correct number of objects with the corresponding number card.
B. Present the children with addition and/or subtraction flash cards with sums/differences to ten. Challenge the children to answer using the Portuguese number word.

Day Five: Learning About The Game Of Soccer

Introduction: Soccer is called *futebol* in Brazil. Every school and town in Brazil has its own soccer team. Professional soccer players are regarded as national heroes.

Objectives: Mathematics: 1. To measure in yards/feet/inches. 2. To compare lengths. 3. To define *perimeter*. 4. To measure time in minutes/seconds 5. To compare time.

Procedure:
1. The teacher will provide the children with rulers and several balls of yarn.
2. The children will work together to measure a distance of 50 feet by laying 50 rulers end to end in the school hallway.
3. The teacher will assist the children in using this 50 foot line of rulers to measure a length of yarn that is:
   A. 395 feet in length to represent the maximum length of a soccer field.
   B. 295 feet in length to represent the maximum width of a soccer field.
4. Together, bring the pieces of yarn outside. The teacher will assist the children in holding the yarn to show the maximum length and width of a soccer field. Together, using cones the children will mark the rectangular shape of the field.
3. The teacher will time the children as they run the perimeter of the field. The scores will be recorded on a class chart.

Discussion:
1. Define *perimeter* for the children. List the maximum length and width of a soccer field on the chalkboard. Challenge the children to identify the perimeter of a soccer field based on these measurements. **(394 feet + 295 feet + 394 feet + 295 feet = 1,378 feet)** Compare the size and shape of a soccer field with a regulation: basketball court, football field, baseball field.

2. Discuss the times recorded on the chart. Challenge the children to identify the: three shortest times, the three longest times. Invite a volunteer to use a crayon or marker to circle any times that are less than three minutes. Challenge the children to order the times from shortest to longest.

Extensions:

1. **Mathematics:** Challenge the class to convert the length and width of the soccer field into yards.
2. **Mathematics:** Challenge the children to subtract to find the number of feet between the end of the field and the halfway line that runs across the middle of the field.
3. **Language Arts:** List the following abbreviations on the chalkboard: **RF, LF, ORM, OM, DM, OLM, ORD, ST, SW, OLD, G.** Invite the children to match the abbreviations with these eleven soccer player's positions: **1. Stopper (Central Defender), 2. Right Forward, 3. Outside Left Midfielder, 4. Goalkeeper, 5. Left Forward, 6. Sweeper (Central Defender), 7. Defensive Midfielder, 8. Outside Right Defender, 9. Outside Right Midfielder, 10. Defensive Midfielder, 11. Offensive midfielder.** Challenge the children to research the responsibilities of each position.
4. **Social Studies:** Share the following soccer facts with your class:
   A. Over two thousand years ago, soccer was played by the ancient Greeks and Romans.
   B. Soccer was also played by the Chinese, the Japanese, and the Aztec Indians.
   C. Early soccer was not always played with a ball. Often a sack stuffed with leaves was used to play the game. Sometimes players used an air-filled bladder as a ball.
   D. Some English kings believed that the game of soccer was becoming too popular and made playing the game against the law.

Challenge the children to locate Greece, China, Japan, and England on a map or globe.

Day Six: Time Out For A Snack In Salvador

Introduction: Salvador, the capital of the Bahia state, was divided into an upper and lower city in colonial times. Forts and docks lined the beaches. Behind them, the hills were covered with homes and government buildings. Today, beautifully decorated mansions, churches, and squares remain. The country's African heritage is most visible in Salvador. African influence appears in spicy foods, candomble' religious ceremonies, and the martial art of capoeira.

Throughout Salvador's open waterfront markets, oranges, pineapples, bananas, and other tropical fruit are abundant. These fruits are inexpensive, and much more popular than vegetables.

Objective: Mathematics: 1. To rank order five items. 2. To create a pictograph. 3. To compare amounts using Mathematical vocabulary. 4. To solve simple equations using addition and subtraction.

Procedure:

1. The teacher will display five plates/bowls of food items made from bananas, oranges, or pineapples. These items could include: banana bread, orange marmalade, pineapple chunks, dried banana chips, pineapple pudding, orange sherbet ice-cream.
2. The teacher will provide each child with a small plate, a napkin, and a fork/spoon if necessary. The children will sample a food item from each of the five plates.
3. The teacher will provide each child with a 6x18 inch strip of white construction paper. The children will create a 1 - 5 number line on the strip. The children will rate each food item 1 - 5 using the following scale: **5 - excellent, 4 - good, 3 - fair, 2 - poor, 1 - rather not try again**. The children will write the name of each of the five foods beside the corresponding number on their number line. To make voting a little easier, the children should be encouraged to give only their most favorite fruity snack a rating of 5.
4. The teacher will assist the children in creating a large pictograph showing the children's favorite snack created from one of Brazil's most popular fruits.

Discussion: When the pictograph has been completed, challenge the children to identify the: most popular snack, least popular snack. Invite the children to use the following sentences to discuss the graph.

More people preferred ______________________ *than* ___________.
Fewer people preferred ______________________ *than* ___________.
______ *people preferred either* ________________ *or* _____________.

Extensions:

1. **Mathematics:** The national dish of Brazil is *feijoada*. It contains black beans, pork sausage, spices, and manioc powder. Locate a recipe for *feijoada*. Identify: the number of ingredients, the number of people that the recipe will serve, the length of time needed to prepare *feijoada*. Challenge the children to: double the recipe, triple the recipe.
2. **Art:** *Cafezinhos* are tiny cups of sweet, steaming hot coffee. It is not unusual for Brazilians to stop several times per day to sip *cafezinho* at home or in restaurants. Trays of the small cups are often delivered to factory and office workers. Like adults, children drink coffee with breakfast and after meals. Provide children several with white strips of paper cut to match the circumference of a small, bathroom-sized paper cup. Invite the children to create colorful covers for their *cafezinho* cups using the colors of the Brazilian flag: blue, yellow, and green. When the paper strips have been designed and colored with crayon or marker, they may be taped around the outside of the cup. Provide coffee flavored milk for the children to fill their cups with. The children will enjoy carrying trays of *cafezinho* (coffee milk) around the classroom, serving children as if in one of Brazil's many outdoor restaurants.

Day Seven: **The World Cup**

Introduction: Soccer's highest competitive prize is the World Cup championship. Every four years, the top twenty-four soccer playing nations compete for the honor of being known as the most outstanding soccer playing country in the world. The World Cup is considered the Super Bowl of soccer.

Objectives: **Mathematics:** 1. To compare World Cup wins using Mathematical vocabulary: more/less 2. To use basic addition/subtraction skills to solve problems relating to World Cup victories. 3. To use four-digit subtraction with and without trading to solve problems relating to World Cup champions.

Procedure:

1. The teacher will post the following chart in the front of the classroom:

WORLD CUP CHAMPIONS

1930	**Uruguay**	**1934**	**Italy**	**1938**	**Italy**
1950	**Uruguay**	**1954**	**West Germany**	**1958**	**Brazil**
1962	**Brazil**	**1966**	**England**	**1970**	**Brazil**
1974	**West Germany**	**1978**	**Argentina**	**1982**	**Italy**
1986	**Argentina**	**1990**	**West Germany**	**1994**	**Brazil**
1998	**France**				

2. The children will read the WORLD CUP CHAMPIONS chart. The teacher will as the following questions:

   A. What country was the first World Cup champion? ***(Uruguay)***
   B. How many countries have been World Cup Champions more than once? ***(five - Uruguay,***

Italy, West Germany, Brazil, and Argentina)

C. What country has won the greatest number of World Cup competitions? ***(Brazil - four)***

D. How many World Cup competitions have been won by Italy and West Germany? **(six, 3+3=6)**

E. How many World Cup competitions have been won by Uruguay, Italy, and Argentina? ***(seven, 2+3+2=7)***

F. How many World Cup competitions have been won by Brazil, England, or West Germany? **(eight, 4+1+3=8)**

3. The teacher will display the following sentences. The children will use information from the WORLD CUP CHAMPIONS to complete the sentences.

____________ has won *more* World Cup competitions than ____________

____________ has won *less* World Cup competitions than ____________

4. The teacher will provide paper and pencils for the children to solve the following four-digit subtraction equations. Less able students may be given calculators.

A. How many years passed between Argentina's first and second World Cup championship? ***(eight years, 1986 - 1978 = 8)***

B. How many years earlier was Italy's first World Cup victory than England's first World Cup victory? ***(thirty-two years , 1966 - 1934 = 32)***

C. How many years passed between Brazil's first and third World Cup victory? ***(twelve years, 1970 - 1958 = 12)***

D. How many years earlier was Brazil' first World Cup victory than Argentina's first World Cup victory? ***(twenty-eight years, 1986 - 1958 = 28)***

E. Did more years pass between Italy's first and third World Cup victory and West Germany's first and third World Cup victory? ***(Italy, Italy: 1982 - 1934 = 48 years, West Germany: 1990 - 1954 = 36)***

Discussion:

Explain to the children that since the World Cup was played for the first time in 1930 at Montevideo, Uruguay, it has been played every four years since then at a different site. Challenge the class to think of reasons why no World Cup competitions took place between 1938 and 1950. List the children's suggestions on a piece of chart paper. Discuss each reason. Invite the children to vote on the reason that seems most accurate. If the actual reason is not identified, explain to the class that World Cup competition was halted during World War II from 1939 - 1945.

Extensions:

1. **Social Studies:** Invite the children to locate each of the six countries that have been World Cup champions on a map or a globe.
2. **Social Studies:** Provide a list of the twenty-four countries that participated in the most recent World Cup competition. Challenge the children to work together to create a 4x6 inch paper flag for each of the twenty-six countries.
3. **Mathematics:** Invite the children to sort the twenty-four World Cup competitor's flags into the following categories: **A. flags with stripes/ flags without strips, B. flags that have: no stars/ less than ten stars/ flags with more than ten stars, C. flags that are more than half red/ flags that are less than half red/ flags that do not contain red**. Compare the amounts using Mathematical language.

Day Eight: Exploring The Amazon

Introduction: The Amazon River is the second largest river in the Brazil. Although it ranks behind the Nile River in length, it is number one when volume of water, number of branches, and drainage area is considered. It flows through Brazil for 1,960 miles before it reaches the sea. One-fifth of the fresh water that enters the world's oceans flows from the mouth of the Amazon. Over one thousand rivers and streams branch off from the Amazon River. Two hundred of these tributaries are found in Brazil.

Objective: 1. To locate the Amazon River on a map of Brazil. 2. To locate and label five or more of the tributaries of the Amazon River in Brazil.

Procedure:

1. The teacher will present each child with a map of Brazil, a piece of blue yarn, and glue.
2. The children will locate the Amazon River on the map and place their blue yarn on the map to trace the path of the Amazon River.
3. The children will identify cities that border the Amazon River.
4. The children will glue the blue yarn on the path of the Amazon River.
5. The children will trace over tributaries of the Amazon River using a blue crayon. A black crayon will be used to trace over the Rio Negro.

Discussion: The class will list the tributaries of the Amazon River on the chalkboard. The children will discuss the advantages and disadvantages of living along the Amazon River.

Extensions:

1. **Mathematics:** Challenge the class to compare the length of the world's longest river, the Nile, to the length of the Amazon River.
2. **Language Arts:** Challenge the children to create an alphabet book about the Amazon River. This book, *The Amazon River From A - Z*, should feature the name of an animal, plant, city, explorer, etc. for all or most of the twenty-six letters of the alphabet. You may wish to get your class started with the following list.

A is for...arawana, alligators, anteater, anaconda
B is for...Belem, *Branco*, butterflies,
C is for...capybaras, Caboclos, cocao seeds
D is for...dolphin
E is for...electric eel
F is for...fish, flycatchers
G is for...gibbons
H is for...hydroelectric power
I is for...ibises
J is for...*Jurua', Japura*, jaguar
L is for...leafcutter ants
M is for...Manaus, *Madeira*, manatee
N is for...*Negro*
O is for...Obidos, oysters
P is for...*Purus*, piranha, porcupine, peccary
R is for...rubber, rosewood
S is for...*Solimoes*, stingray, sloth, spiders
T is for...*Tapajos, Tocantins, Trombetas*, tapir
V is for...varzea, vampire bat
W is for...woodpecker
X is for...*Xingu*

Day Nine: Exploring The Amazon

Introduction: A piranha is not more than fourteen inches long and has razor sharp teeth. This aggressive fish travels in large schools. They are a threat to larger fish and even man. Schools of piranha can eat a 100 pound animal to its skeleton in approximately one minute if they have smelled the scent of blood. Although piranhas are meat eaters, they attack humans only when their natural food supplies are low.

Objective: Mathematics: 1. To measure length using non-standard units. 2. To compare measurements.

Procedure:

1. The teacher will provide each child with a 12x18 inch piece of construction paper and an inch ruler.
2. The children will draw and cut a model of a piranha that is exactly fourteen inches in length.
3. The children will work together to use their piranha as non-standard units of measure. Working together "in a school", the children will measure the: 1. length of their classroom, 2. width of their classroom, 3. distance from their clag for each of the twenty-six countries.

3. Mathematics: Invite the children to sort the twenty-four World Cup competitor's flags into the following categories: A. flags with stripes/ flags without strips, B. flags that have: no stars/ less than ten stars/ flags with more than ten stars, C. flags that are more than half red/ flags that are less than half red/ flags that do not contain red. Compare the amounts using Mathematical language.

Day Eight: Exploring The Amazon

Introduction: *The Amazon River is the second largest river in the Brazil. Although it ranks behind the Nile River in length, it is number one when volume of water, number of branches, and drainage area is considered. It flows through Brazil for 1,960 miles before it reaches the sea. One-fifth* of the fresh water that enters the world's oceans flows from the mouth of the Amazon. Over one thousand rivers and streams branch off from the Amazon River. Two hundred of these tributaries are found in Brazil.

Objective: 1. To locate the Amazon River on a map of Brazil. 2. To locate and label five or more of the tributaries of the Amazon River in Brazil.

Procedure:

1. The teacher will present each child with a map of Brazil, a piece of blue yarn, and glue.
2. The children will locate the Amazon River on the map and place their blue yarn on the map to trace the path of the Amazon River.
3. The children will identify cities that border the Amazon River.
4. The children will glue the blue yarn on the path of the Amazon River.
5. The children will trace over tributaries of the **Amazon River using a blue crayon. A black crayon will be used to trace over the Rio Negro.**

Discussion: The class will list the tributaries of the Amazon River on the chalkboard. The children will discuss the advantages and disadvantages of living along the Amazon River.

Extensions:

1. Mathematics: Challenge the class to compare the length of the world's longest river, the Nile, to the length of the Amazon River.

2. Language Arts: Challenge the children to create an alphabet book about the Amazon River. This book, The Amazon River From A - Z, should feature the name of an animal, plant, city, explorer, etc. for all or most of the twenty-six letters of the alphabet. You may wish to get your class started with the following list.

A is for...arawana, alligators, anteater, anaconda
B is for...Belem, Branco, butterflies,
C is for...capybaras, **Caboclos**, *cocao seeds*
D is for...dolphin
E is for...electric eel
F is for...fish, flycatchers
G is for...gibbons
H is for...hydroelectric power
I is for...ibises
J is for...Jurua', Japura, jaguar
L is for...leafcutter ants
M is for...Manaus, Madeira, *manatee*
N is for...Negro
O is for...Obidos, oysters
P is for...Purus, piranha, porcupine, peccary
R is for...rubber, rosewood

S is for...Solimoes, stingray, sloth, spiders
V is for...varzea, vampire bat
X is for...Xingu

T is for...Tapajos, Tocantins, Trombetas, tapir
W is for...woodpecker

Day Nine: Exploring The Amazon

Introduction: A piranha is not more than fourteen inches long and has razor sharp teeth. This aggressive fish travels in large schools. They are a threat to larger fish and even man. Schools of piranha can eat a 100 pound animal to its skeleton in approximately one minute if they have smelled the scent of blood. Although piranhas are meat eaters, they attack humans only when their natural food supplies are low.

Objective: Mathematics: 1. To measure length using non-standard units. 2. To compare measurements.

Procedure:
1. The teacher will provide each child with a 12x18 inch piece of construction paper and *an inch ruler.*
2. *The children will draw and cut a model of a piranha that is exactly fourteen inchesst kicks?*
What was the difference between the distance of the longest kick and the distance of the shortest kick?

Extensions:

1. **Mathematics:** Demonstrate the *inside-of-the-foot kick* for the children. Invite each child to measure the distance of their first *inside-of-the-foot* kick. Challenge the children to identify the difference between their first *instep kick* and their first *inside-of-the-foot kick.*

2. **Language Arts:** Introduce the names of the following kicks to the class: **chip kick, outside-of-the-foot-kick, lofted instep kick, volley, half-volley**. Invite the children to read about these kicks in a children's introductory book of soccer such as Soccer: Play Like A Pro by Anthony Ventura or The Young Soccer Player by Gary Lineker. Challenge the children to create a chart showing the steps needed to performing one of the five kicks.

Day Eleven: A Visit To Rio de Janeiro

Introduction: Rio de Janeiro is a seafront city with spectacular granite peaks rising behind it. Sugar Loaf Mountain is visible far out at sea. The statue of Christ The Redeemer overlooks the city from the top of Corcovado Mountain.

Objective: 1. To measure in feet/inches. 2.To use one inch to represent one foot. 3. To compare heights.

Procedure:
1. The teacher will measure the height of each child using a feet/inches wall chart. The teacher will assist the children in rounding off the height of each child to the nearest foot.
2. The teacher will provide the class with a collection of Unifix cubes and explain that they will be using one one-inch Unifix cube to represent one foot.
3. Each child will form a Unifix cube train to represent his/her height. (Ex. A child with a height that has been rounded off to four feet will make a Unifix cube train of four cubes.)
4. The teacher will display a picture of the statue of Christ The Redeemer and explain that the statue is 130 feet tall.

5. The children will work together to create a train of 130 Unifix cubes.

Discussion:
The children will compare their own height to the height of the statue.

Extensions:
1. **Social Studies:** Challenge the children to compare the height of the Christ The Redeemer statue to the height of the Statue Of Liberty and The Washington Monument, as well as statues in their own town/city.
2. **Art**: Invite the children to work in pairs to create scale models of the Christ The Redeemer Statue on pieces of chart paper.

Day Twelve: A Visit To Rio de Janeiro For Carnival Time

Introduction: The largest and most well-known celebration in Brazil is Carnival, which marks the last few days before Lent in February or March. For four days and nights, everything stops as people dress up in elaborate costumes and dance in the street. Some people go to fancy parties and balls. Children also dress up and costumes and dance at parties for hours.

One of the most popular attractions of Carnival is the parade of the samba schools. Samba schools are neighborhood groups that spend months making fancy costumes, decorating spectacular floats, and practicing songs, skits, and dances that tell stories from Brazilian history and folklore.

During Carnival in Rio, the samba school groups sing and dance around the floats in huge parades through the streets. People come from all over the world to see the spectacular parades held in Rio de Janeiro.

Objective: 1. To create a symmetrical mask. 2. To continue a design to make it symmetrical.

Procedure:
1. The teacher will provide each child with two white paper plates, a variety of different color paints, and cotton swabs to apply the paint.
2. The children will apply the paint to one paper plate to create a symmetrical Carnival mask.
3. The children will apply paint to the left half of their second paper plate to create half of a colorful Carnival mask.
4. The children will exchange their second paper plate with a classmate.
5. The children will apply paint to the right half of the second paper plate to complete the mask, making it symmetrical.
5. The teacher will assist the children in taping a ruler or a wooden stick to the back of the first paper plate and then taping the back of the second paper plate to the back of the first paper plate.

Discussion: Invite the children to explain why their two masks are symmetrical. Challenge the children to describe changes that could be made to the masks to cause them to be asymmetrical.

Extensions:
1. **Mathematics:** Invite the children to design and create colorful Carnival masks on their desks using Pattern blocks. Challenge the children to create a tally chart showing the number of each color Pattern block that was used.
2. **Physical Education:** Challenge the children to create a simple Carnival dance.
3. **Language Arts:** Challenge the children to write an article that might appear in one of Rio de

Janeiro's newspapers following a Carnival parade.

4. **Social Studies:** Challenge the children to research the Mardi Gras celebration held in New Orleans and compare Mardi Gras to Carnival.

Day Thirteen: Time Out For Education

Introduction: Brazilian children between the ages of seven and fourteen are required to attend school, but not all of them do. Some children must work to earn money for their families while others live deep in the countryside, far from the nearest school. Those children who do attend school do not attend for very long. Fewer than half of Brazilian teenagers go to high school.

Many public schools are overcrowded and do not have sufficient desks, books, or teachers. Many parents choose to send their children to private schools which usually are able to provide better teachers and school facilities.

Elementary school begins at age seven and lasts for eight years. In most schools, children are required to wear uniforms. Boys usually wear white shirts and dark blue pants, while girls usually wear white blouses and pleated blue skirts. Both boys and girls usually wear black shoes.

Children attend school from March to the middle of December. Due to the limited number of schools and teachers, some children go to school in the morning, while others attend in the afternoon. The morning classes usually run from approximately seven to eleven-thirty. The afternoon classes usually take place from about one to five-thirty.

For the first four years, the children usually have one teacher. From the fifth grade on, teachers specialize in one subject.

Objective: 1. To identify advantages and disadvantages. 2. To speak orally with volume and expression. 3. To speak in complete sentences. 4. To use facts to support opinions.

Procedure:

1. The teacher will ask the children to list three advantages and three disadvantages of the shorter school days of Brazilian children attending elementary schools before writing a short paragraph supporting or opposing a short school day.

2. The teacher will divide the class into two groups. The teacher will identify one group as SUPPORTS SHORT SCHOOL DAY and the second group OPPOSES SHORT SCHOOL DAY. The children will be asked to prepare statements to support the opinion assigned to their group, regardless of their original opinion.

3. The teacher will assist the children in debating the school day length issue for approximately twenty-minutes.

4. The children will write a short paragraph supporting or opposing the short school day. The children may wish to change their opinion based on information shared at the debate or maintain the same position.

Discussion: Ask the children to share whether their original opinion was changed following the debate. Invite the children to identify those statements that were shared during the debate that were the most persuasive.

Extensions:

1. **Art:** Invite the class to design new blue and white uniforms for Brazilian public school children.
2. **Mathematics:** Challenge the children to calculate the number of hours/minutes that Brazilian public school students are in school each week and compare this amount of time to the number of hours/minutes that American children are in school.

Day Fourteen: Let's Practice Soccer

Introduction: Practicing soccer with friends can be a lot more fun than practicing alone. In the two-person juggling drill, the two players face each other. They attempt to keep the ball up in the air. They kick or head the ball to each other when they can.

Objective: 1. To measure time in seconds/minutes. 2. To compare time length.

Procedure:

1. The teacher will demonstrate the two-person juggling drill.
2. The teacher will divide the children into pairs and allow them to practice for approximately ten minutes.
3. The teacher will distribute stop-watches to pair group, and match two pairs up with each other.
4. One pair of children will participate in the two-person juggling drill while the other pair of children time the drill using the stop watch. The pairs will then switch roles. Each pair will get an opportunity to perform the two-person juggling drill three times, each time trying to increase the amount of time that the ball is off the ground.
5. The pairs of children will record their longest time on a class chart.

Discussion: Invite the class to study the times listed on the chart. Ask the children to identify: the shortest time, the longest time. Challenge the class to identify the difference in minutes/second of these two times. Ask the children to order the times from shortest to longest.

Extensions:

1. **Mathematics:** Invite the pairs to take there three times for the two-person juggling drill and find the average amount of time that they were able to keep the ball off the ground. Challenge the pairs to compare their average time with their best time listed on the chart.
2. **Mathematics:** Divide the class into groups of three. Challenge the children to try this drill using two children rather than three. Add an additional column to your class chart and record the results. Invite the children to compare the times. Ask the class, "Did the length of time that the ball was off the ground increase when a third person was added?"
3. **Language Arts:** Perhaps the greatest soccer player of all times was the Brazilian Edson Arantes do Nascimento, known as Pele'. During his eighteen year career, he scored over 1,200 goals and helped Brazil earn three World Cup victories. After her retired in 1974, Pele' came to the United States and played with a New York soccer team, the Cosmos. Today, Pele' is the minister of sports for the Brazilian government. Invite the children to work in pairs to produce a mock interview with Pele'. One child should act as the reporter and prepare interview questions. One child should play the part of Pele' and answer the questions in complete sentences in the way that Pele' might answer the questions if interviewed. The interviews may be recorded, video-taped, or performed in front of the class.

Day Fifteen: Time For Some Music

Introduction: The samba is both a type of music and a dance. Brazil is know throughout the world for this popular style of music. This swaying, rhythmic dance is especially popular at Carnival time. People believe that the samba is the result of Portuguese country songs,

African rhythms, and native Indian footwork. Others believe that the samba came from the *batuque*, a kind of African music based on hand clapping and drums.

Bossa nova is a mixture of the samba and American jazz. This name means "new beat". This sound became popular in the 1960's when "The Girl From Ipanema" was written by Tom Jobim and poet Vinicius de Moraes. This bossa nova hit became known worldwide.

Objective: 1. To describe the feeling of a musical selection in words and with colors. 2. To compare samba and bossa nova music.

Procedure:

1. The teacher will provide each child with a five page booklet of blank white 8 1/2x 11 piece of paper stapled together.
2. The children will label the cover of the book "The Music Of Brazil By _____________". The children will write their name after the word by and decorate the cover.
3. The children will turn to the second page of their booklet. The teacher will play a 3 minute selection of samba music. While the music is being played. The children may decorate the page using crayons to show the colors that the music makes them "feel". When the musical selection is completed, the children will stop coloring.
4. The children will write two to four sentences on the booklet page to describe how the music made them feel.
5. The teacher will play one more samba selection and two bossa nova selections. Each time the music plays, the children will respond to the music using crayons on a blank page of the book. When the selection is complete, the children will respond to the music in writing.

Discussion: Invite the children to share how each of the four selections made them feel. Invite them to display the colors and drawing that were made as the music played.

Extensions:

1. **Mathematics:** After playing each of the four musical selections again, invite the children to vote for their favorite one. Create a class tally chart to present the results of this survey. Compare the amounts. Challenge the class to identify the difference between the number of children who preferred samba and the number of children who preferred bossa nova.
2. **Physical Education:** Invite the children to work in pairs to create a three-minute dance to the favorite musical selection.

Day Sixteen: Indigenous People

Introduction: About 250,000 Indians are left in Brazil today, fewer than 1% of the population. There were between two to five million when the Portuguese arrived. Some of the Indians were killed by the newcomers, while thousands of them died from diseases that they caught from the Portuguese. Today, the largest groups of Indians are the Guarani, Yanomami, Tupi, and Ge.

Some Indians live deep in the rain forest of the Amazon region in protected areas set aside for them and still follow their traditional way of life. They continue to hunt using bows and arrows and catch fish with nets and traps. Other tribes live in large community house and individual homes. They find berries, nuts, and honey in the forest and raise crops such as tobacco, corn, and bananas.

The forest is a sacred place for the Indians. They believe that every living thing has a sup victories. After her retired in 1974, Pele' came to the United States and played with a New York

soccer team, the Cosmos. Today, Pele' is the minister of sports for the Brazilian government. Invite the children to work in pairs to produce a mock interview with Pele'. One child should act as the reporter and prepare interview questions. One child should play the part of Pele' and answer the questions in complete sentenc**es in the way** that Pele' might answer the questions if interviewed. The interviews may be recorded, video-taped, or performed in front of the class.

Day Fifteen: Time For Some Music

Introduction: The samba is both a type of music and a dance. Brazil is know throughout the world for this popular style of music. This swaying, rhythmic dance is especially popular at Carnival time. People believe that the samba is the result of Portuguese country songs, African rhythms, and native Indian footwork. Others believe that the samba came from the batuque, a kind of African music based on hand clapping and drums.

Bossa nova is a mixture of the samba and American jazz. This name means "new beat". This sound became popular in the 1960's when "The Girl From Ipanema" was written by Tom Jobim and poet Vinicius de Moraes. T**his bossa nov**a hit became known worldwide.

Obje**ctive: 1. To** des**cribe the feeling** of a musical selection in words and with colors. 2. To compare samba and bossa nova music.

Procedure:
1. The teacher will provide each child wit**h** a fiv**e page booklet o**f blank white 8 1/2x 11 piece of paper stapled together.
2. The children will label the cover of the book "The Music Of Brazil By ______________". **The children** will write their name after the word by an*d decorate the cover.*
3. The children will turn to f forest the size of fourteen football fields disappears. If possible visit a local football field so that the children have an accurate understanding of the size. Back in the classroom, explain to the children that one penny will represent one football field. Lay down a row of fourteen pennies to show the amount of land destroyed in one minute. Work together to create fifty-nine rows of fourteen pennies side-by-side to show the amount of land that would be destroyed in one hour. Create a paper model of this rectangle of 840 pennies. Create twenty-three more paper models of the same size. On the school playground, lay the models side-by-side to illustrate the amount of land that would be destroyed in one day. Pass out a penny to each member of the class to remind them that this is based on one penny being equal to a football field.

Day Seventeen: **A Day At The Falls**

Introduction: On the border between Brazil, Paraguay, and Argentina, a magnificent semicircle of 275 waterfalls rise of the jungle, separated by rocks and islands. These spectacular falls are called, Iguacu Falls, which means "great waters" in the Tupi-Guarani' Indian language. The falls span a 3 mile area. Garganta do Diabo, or "Devil's Throat" is the most violent drop. Tourists flock to these breathtaking falls to view their crashing waters, fine mists, and beautiful rainbows. Visitors can follow trails along the edge of the falls for a spectacular view. Adventurous tourists often choose to walk on *passarelas*, shaky, wooden catwalks. These brave visitors are treated to the close-up sound of thundering water and often watch rainbows appear in the sky.

Objective: 1. To use adjectives to describe a fictional experience. 2. To write in complete sentences. 3. To use an illustration to enhance a written description.

Procedure:

1. The teacher will share photographs of the Iguacu Falls from books, encyclopedias, and travel brochures and present background information.
2. The children will share adjectives that describe the appearance and sound of the falls. They will also offer adjectives that will describe the feeling of the mist coming off the falls. The teacher will record these adjectives on a class chart. The adjectives will be read orally by the class.
3. The teacher will provide the children with a 5x7 index card. The children will pretend that they are writing a post card home from the Iguacu Falls. They will write sentences that describe the appearance, sound, and feeling of the falls, using selected adjectives from the class chart.
4. The children will decorate the front of the post card with a picture of the Iguacu Falls.

Discussion: Invite the children to share their post cards.

Extension:
Mathematics: About 1.2 million gallons of water cascade over the edge of the Iguacu Falls every second. Share this information with the class. Present the class with a gallon of water. Challenge the children to record the number of gallons of water that their family uses within a twenty-four hour period. Together, work to find a class total for 24 hours, one week, one month, one year. Compare these amounts with the amount of water that cascades over the falls in just one second.

Day Eighteen: **Farewell To Brazil - Departure For The United States**

Objective: 1. To describe the highlights of a vacation using pictures. 2. To use complete sentences to describe a picture.

Procedure:
1. The children will create a list of five people that they would like to bring a souvenir home to from Brazil.
2. The teacher will invite the children to identify the places that they have visited during their vacation in Brazil. The teacher will list these places on a class chart.
3. The children will offer names of souvenirs that they might purchase in each location. The souvenir should somehow connect with the location. Your list may resemble the following.

Location:	Souvenirs:
Brasilia	Brazilian flag, building model
Soccer Stadium	soccer ball, souvenir cup
Rio de Janeiro	model of Christ The Redeemer stature, key chain of Sugar Loaf
Iquacu Falls	t-shirt of the falls
Amazon River	plastic piranha, stuffed alligator
Brazilian Restaurant	cafezinho cup
Brazilian Music Store	samba CD, bassa nova tape
Carnival	feather headband, mask, doll dressed in Carnival finery

4. The children will draw, color, cut out one souvenir for each of the five people on their list. Each of the five souvenirs should be different.
5. The children will write two sentences on a slip of paper. One sentence should tell who the souvenir is for. The other sentence should explain what the souvenir is, where it is from, and why it was chosen for the person. The slip of paper should be attached to the souvenir model.

Discussion: Invite the children to share their souvenirs and their descriptions with the class.

Extensions:
1. **Social Studies:** Invite each child to make five additional souvenirs. Provide each child with five Unifix cubes to use as coins. Challenge the children to barter for the souvenirs as is the custom in a

Brazilian open market. The children may trade souvenirs in addition to using the cubes as money. After about ten minutes of the open market, discuss the experience together. Invite the children to describe the advantages and disadvantages of bartering.

2. **Mathematics:** Conduct a class survey to discover the most popular souvenir.

3. **Art:** Create a small model of a suitcase by folding a large sheet of brown or black construction paper. The souvenirs may be stored inside the suitcase. The outside of the suitcase may be decorated with the names of places visited throughout the trip.

Resources:

Books:

Bender, Evelyn, *Brazil*. New York: Chelsea House, 1990

Carpenter, Mark. *Brazil: An Awakening Giant*. New York: Macmillan, 1988

Heinrichs, Ann. *Brazil - Enchantment Of The World*. New York: Children's Press, 1997.

Linker, Gary. *The Young Soccer Player*. New York: DK Publishing Company, 1994.

Lourie, Peter. *Amazon: A Young Reader's Look At The Last Frontier*. Honesdale, PA: Caroline House, 1991.

Reynold, Jan. *Amazon: Vanishing Cultures*. New York: Harcourt Brace, 1993.

Richard, Christopher. *Brazil*. Tarrytown, NY: Marshall Cavendish, 1991.

Siy, Amanda. *The Amazon Rain forest*. New York: Macmillan, 1992.

Ventura, Anthony. *Be The Best: Soccer*. Mahwah, NJ: Troll Associates, 1990.

Waterlow, Julia. *The Amazon*. Austin, TX: Raintree Steck-Vaugh, 1994.

Videotapes:

The Brazil Experience-Northeast. Lonely Planet, 1995.

The Burning Season. HBO Movies, 1994. (The story of Chico Mendes and his struggle to save his native forest land.)

The Emerald Forest. Embassy Pictures, 1985. (Based on the true story of a North American boy who grew up among an Amazon Indian tribe.)

Fitzcarraldo. New World Pictures, 1982. (The story of an opera lover who is determined to build an opera house as beautiful as the one in Manaus.)

Websites:

Capybara Home Page: *http://www.access.digex.net/~rboucher/capybara/*
(Provides picture, habitat descriptions, zoos that have capybaras, and links to other capybara and animal sites.)

Rain forest Action Network: *http://www.ran.org/ran/*
(Provides information on the Amazon and other rain forests around the world. Includes a Kids' Corner with steps you can take to save the rain forests.)

Information Service Of the
Brazilian Embassy *http://www.cr-df.rnp.br/brasemb/washington/embing6.htm*
(Provides a news log, travel tips, and information about Brazil's government and scientific research.)

International WWW School
Registry *http://web66.coled.umn.edu/schools.html*
(Links to homepages of K-12 schools in Brazil and all over the world.)

Organizations:

Brazilian Embassy
3006 Massachusetts Ave. NW
Washington, DC
(202) 238-2700

Brazilian-American Chamber Of Commerce
22 West 48th St. - Suite 404
New York, NY
(212) 575-9030

BRAZIL:
Land of Diversity

Rio de Janeiro
São Paulo

Curriculum Resource Guide to Brazil
Compiled by Kathy Wright
Fulbright-Hays Summer Seminar
Brazil Summer 1998

INTRODUCTION.

The following curriculum is an attempt to provide resources and ideas for a unit of study on Brazil. Brazil is the fifth largest country in the world and is one of the top ten economies. It has one of the most diverse populations of any country in the world and has vast diversity of geographic features. It shares its significant place in the Western Hemisphere and much of its history with the United States: indigenous roots, discovery and exploration by European countries, colonization, slavery, plantation economy, independence, immigration, diversity of cultures, languages, enormous resources. For all of this, Brazil has a minor place in much of our schools' curriculums. This project is an attempt to remedy this situation. It is only a beginning. The resources at the end provide further help in learning more about Brazil's history, its people and culture. Boa sorte.

Table of Contents

Introduction to the Curriculum

Section 1 OVERVIEW OF BRAZIL

Activity 1.1 **Mapping Brazil's Geography**
Students will locate 20 geographic places relevant to Brazil's place in South America and places within Brazil.

Activity 1.2 **Basic Indicators for Brazil and Selected Latin American Countries and U.S.**
Students will compare Brazil with 5 other Latin American countries and the U.S. for literacy, birth and death rates, average income, population.

Activity 1.3 **Regions of Brazil**
Students will learn the five regions of Brazil and their general characteristics.

Activity 1.4 **Tour of Rio de Janeiro**
Students will "tour" Rio de Janeiro, stopping at 6 different Places to get an idea of the diversity with Rio de Janeiro. They will write "postcards" to friends from each stop, and, at the end they will write a letter to their parents describing what they learned about Rio's diversity, history, and tourist sites from their tour.

Section 2 BRAZIL PAST AND PRESENT

Activity 2.1 **History of Brazil**
Students will read a background history of Brazil. They will Then be divided into groups to put together a time-line of Brazil's history.

Activity 2.2 **Famous People**
Students will research people important to Brazil's history, Culture and political life. They will make a poster and presentation to the class.

Activity 2.3	**Afro-Brazilian History** Students will learn key concepts related to Brazil's history of slavery, including the quilombos. They will learn of contemporary issues facing the Afro-Brazilian.
Activity 2.4	**Aspects of Afro-Brazilian Culture** Students will learn the influences of Africa on religion, Capoeira, and music (dealt with in Section 4 more thoroughly).

Section 3 THE BRAZILIAN RAIN FOREST

Activity 3.1	**Overview of the Amazon** Students will learn basic facts related to the Amazon Basin and its history in preparation for researching a position on the rain forest.
Activity 3.2	**Rain Forest Conference** Students will role play a participant in a conference on the rain forest: rubber tapper, indigenous person, rancher, environmentalist, researcher, settler, tour guide, pharmaceutical company representative.
Activity 3.3	**Proposal** In a group comprised of one representative from each group, students will prepare a proposal for the management of the rain forest.

Section 4 THE CULTURE OF BRAZIL

Activity 4.1	**Musical Traditions** In this section students will learn about five musical traditions of Brazil: Chor~~r~~o, Samba, Bossa Nova, Tropicalismo, and Musica Popular Brasiliera (MPB). They will learn the roots of the tradition listen to representative works, and associate important musicans with their corresponding musical tradition.
Activity 4.2	**Brazilian Cuisine** Students will learn something of the traditional Brazilian cuisine and will either prepare a meal or visit a Brazilian restaurant.

SECTION 1: OVERVIEW OF BRAZIL

ACTIVITY 1.1 GEOGRAPHY OF BRAZIL

Objective:

Students will locate and place on a map Brazil's neighbors
Students will locate and place on a map key places in Brazil

On the following map label:

1. **Brazil**
2. **Colombia**
3. **The Amazon River**
4. **Guyana**
5. **Ecuador**
6. **Paraguay**
7. **Uruguay**
8. **Argentina**
9. **Peru**
10. **Bolivia**
11. **Manaus**
12. **Brasilia**
13. **Rio de Janeiro**
14. **Sao Paulo**
15. **Recife**
16. **Curitiba**
17. **Foz do Iguazu**
18. **Surinam**
19. **Chile**
20. **French Guiana**

Activity 1.1 Mapping Brazil's Geography

DIRECTIONS: Using an atlas, identify the region from the map, placing the information in the corresponding box. Write one fact about the location (e.g., Brazilia, capital of Brazil).

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

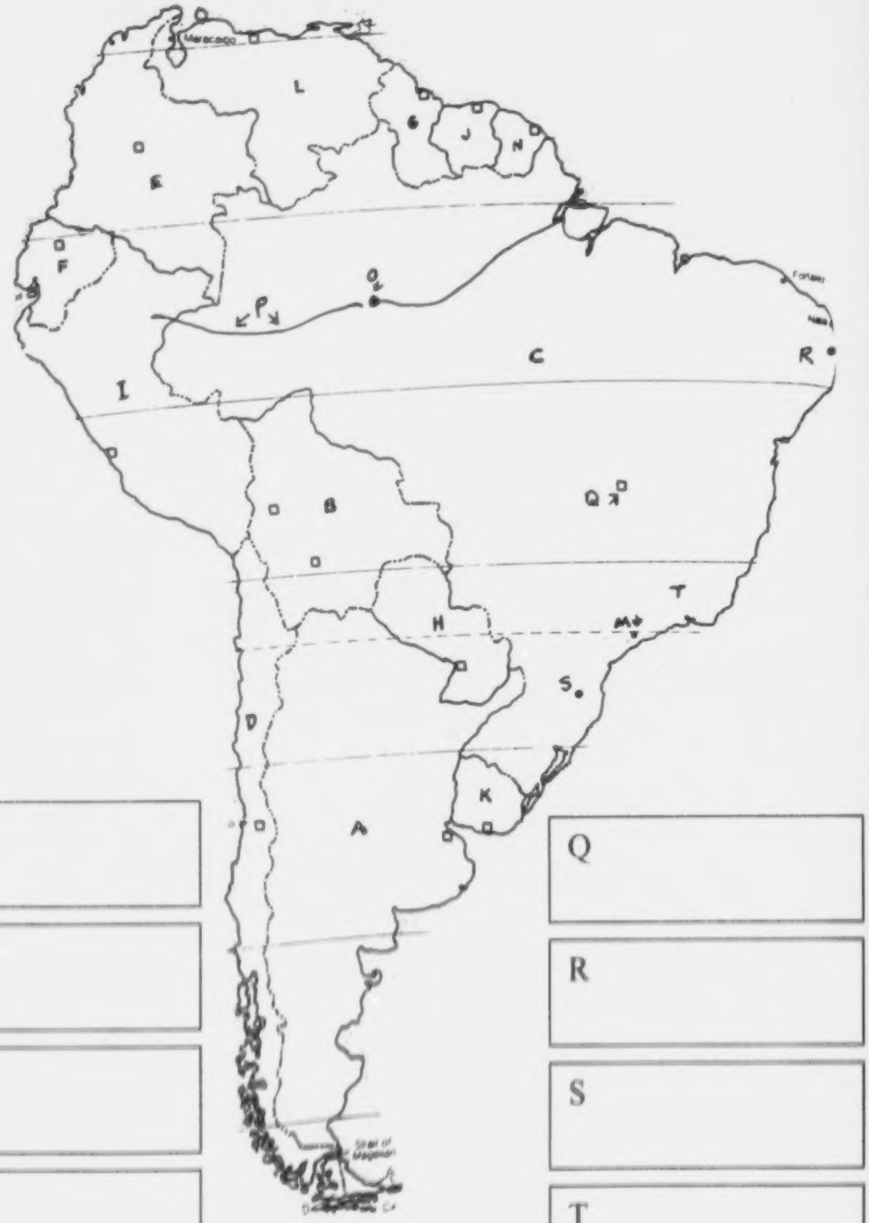
P

Q

R

S

T


Maracaibo
L
G
J
N
E
F
O
P
C
R
I
B
Q
H
T
M
S
D
K
A
Strait of Magellan

ACTIVITY 1.2 BASIC INDICATORS

Students will compare Brazil with other South American countries and the United States in such areas as literacy, infant mortality, population, land size, life expectancy, per capita income, urban and rural populations.

In pairs, students will research one of the chosen countries on the computer accessing World Book Encyclopedia in the Media Resources. They will then present their findings to the class and compare the statistics for their countries.

They will then be able to determine Brazil's relative strengths in comparison to the rest of the Western Hemisphere.

COUNTRIES:

Argentina
Belize
Bolivia
Brazil
Chile
Colombia
Cuba
Ecuador
Haiti
Jamaica
Nicaragua
Paraguay
Peru
United States
Venezuela

ACTIVITY 1.2 BASIC FACTS WORKSHEET

In the Media Center research your country on the computer using Media Center Resources, World Book Encyclopedia. Record the data on your chart.

Name of Country______________________

Population (date) _____________ Area _______________

Population: ____ European ____ Black ___Mulatto ___ Asian _____ Other

Colony of what European country? ________________________

Date of Independence __________________

Official Language(s) ___________________

Literacy Rate ______________

Infant Mortality Rate _____________

Life Expectancy ______________

Annual Per Capital Income _____________

Urban Population _________ % Rural Population _____________

Major Religions ____

Report the information to your class. Answer the questions on the next page.

ACTIVITY 1.2 Comparing Countries

Using the information supplied by your classmates, answer the following questions.

List the three countries with the most population.

1. ______________________
2. ______________________
3. ______________________

List the three countries with the least population.

1. ______________________
2. ______________________
3. ______________________

List the three largest countries.

1. ______________________
2. ______________________
3. ______________________

List the three smallest countries.

1. ______________________
2. ______________________
3. ______________________

Which countries have a literacy rate below 75%?

____

Which countries have an annual per capital income below $2,000?

____

In which countries are there more than 80% Catholics?

____

In which countries is the population more than 50% Black?

____

Which countries have a population more than 50% indigenous?

____

Which countries have a higher rural than urban population?

____

Which country has the highest infant mortality rate? ______________________

Which country has the lowest infant mortality rate? ______________________

List in the proper column the dominant language of each country.

Spanish	English	Creole	Portuguese

Graph below the life expectancy of each of the countries.

Argentina	Belize	Bolivia	Brazil	Chile	Colombia	Cuba	Ecuador	Haiti	Jamaica	Nicaragua	Paraguay	Peru	United States	Venezuela

Which country has the highest life expectancy? ________ the lowest? __________

Activity 1.2 (Continued)

Directions: Now write a paragraph summarizing what you have found out about Brazil's quality of life as compared to those of other countries in the Western Hemisphere. How does it do with literacy, infant mortality, life expectancy, per capital income? Is its population more rural or urban?

ACTIVITY 13: REGIONS OF BRAZIL

In this activity students will look at a map showing regions of Brazil and some facts pertaining to these regions. Students will

- **Recognize the uneven distribution of land and**
- **Uneven distribution of national income**
- **Understand regional differences and begin to reflect as to reasons for these inequities**

Students will be presented with the map showing the five regions of Brazil. They will be asked to consider the following questions:

1. Where is most of the population located?

(91% of Brazil's population is found in the regions along the Atlantic Coast).

2. Which region has the least land, but the largest % of the national income?

(Southern region where Rio de Janeiro and Sao Paulo are located. It is also the area which contains the most industry).

3. Which region has more than 20% of the population but less that 10% of the national income?

(Students will learn more later about this impoverished region of the Northeast).

4. Which region has the largest % of the territory, but a very small population and a very small percentage of the national income?

(Have students brainstorm reasons why this should be so. This is the interior of Brazil. This is the region where most of the indigenous populations are found along the Amazon River . It has not been accessible until more recently and then only partially so).

THE FIVE REGIONS OF BRAZIL

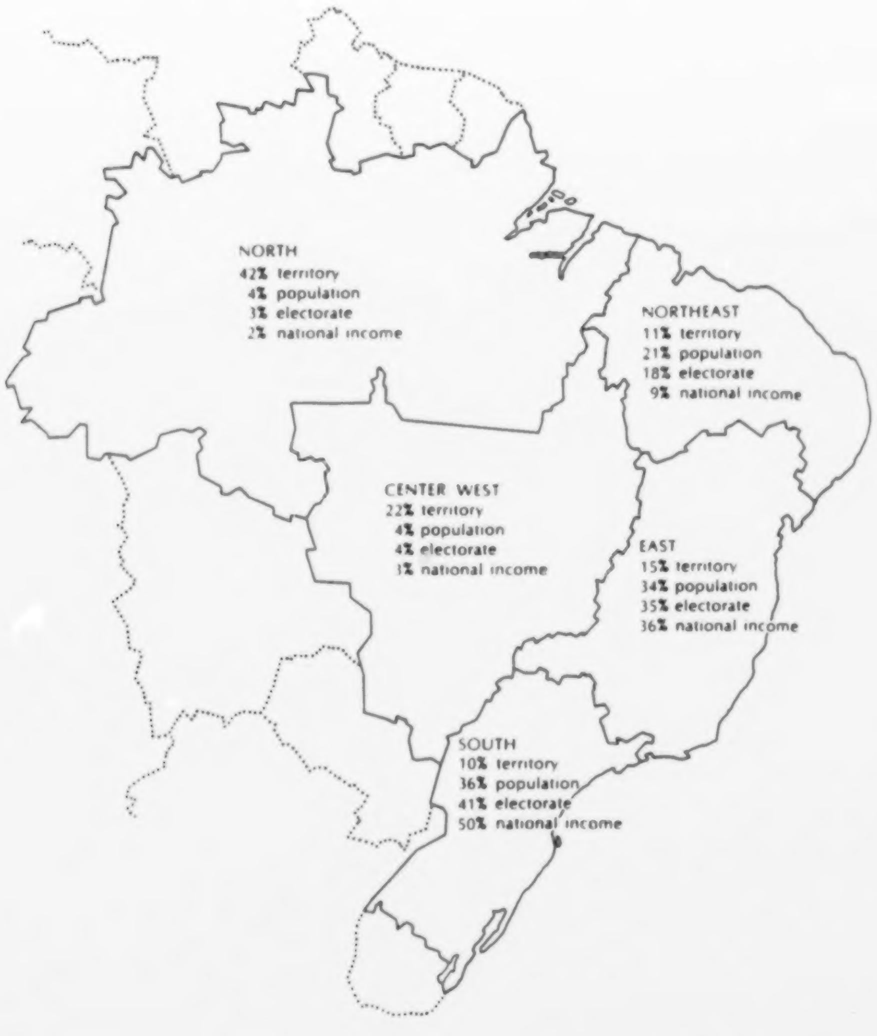
DIRECTIONS: Look at the map below. Answer the following questions.

1. Where is most of the population located? What are reasons why?

2. Which region has the least percentage of land, but the largest percentage of the national income?

3. Which region has more than 20% of the population, but less than 10% of the national income?

4. Which region has the largest % of the territory, but a very small population and a very small percentage of the national income? Why might this be so?


NORTH
42% territory
4% population
3% electorate
2% national income
NORTHEAST
11% territory
21% population
18% electorate
9% national income
CENTER WEST
22% territory
4% population
4% electorate
3% national income
EAST
15% territory
34% population
35% electorate
36% national income
SOUTH
10% territory
36% population
41% electorate
50% national income

BEST COPY AVAILABLE

ACTIVITY 1.4 STUDENT TOUR OF RIO DE JANEIRO

Your teachers have arranged several days of visits to important places in Rio de Janeiro to give you an idea of the diversity within Rio. You will learn about its history, culture, different socio-economic groups in different neighborhoods, it tourism and a bit about the environment. Using the Internet resources, The Lonely Planet Guide to Brazil , and media center resources, you will research 10 different sites. After your first stop, you will then write a postcard to a friend briefly telling your friend what you visited . After you have completed the tour, you will then write a longer two-page letter to your parents describing in detail what you have learned.

SITES:

1. **Maracana:** This is the world's largest stadium, holding 100,000 people. It was where Pele played his last game. At that game over 200,000 people crammed into the stadium. A highlight of visiting Rio de Janeiro would be to attend a Sunday soccer game at 5 o'clock.

2. **Pao de Acucar (Sugar Loaf):** Take a cable car to the top for an amazing view of Rio de Janeiro.

3. **Corcovado and Cristo Redentor (Christ the Redeemer).** Corcovado is the mountain (709 meters high), Cristo Redentor, the statue (30 m. high, 1,000 tons). It was supposed to celebrate 100 years of Independence from Portugal in 1922, but it wasn't finished until 1931 with financial help from the Vatican.

4. Parque Nacional da Tijuca. A small tropical rain forest, however the largest in the world within a city.

5. Santa Teresa Bondinho. Home of wealthy in 1800s. Finest colonial homes. In 1900s artists/hippies.

6. Museu Nacional: Includes museum on peoples of Brazil, rubber gatherers, Indians of Amazon, lace workers, and condomblistas of Bahia, etc.

7. Museu Folclorico Edson Carneiro. Excellent displays of folk art, Brazil's richest tradition.

8. Favela Tour. Marcelo Armstrong will take you on a tour of Rocinha, Rio's largest favela. You will have a good idea of how a favela operates after you visit a school, medical center, and a private home.

9. Villa Risco Colonial Tour in Sao Conrado. These are the house and gardens of early 18th century. You will see a colonial Fazenda (farm).

10. Copacabana Beach. Greatest tourist area. Scene of Mardi Gras festivities. Highest population density (25,000 sq. mile).

Think also about what you have learned about crime, racism, pollution, and kinds of housing for different groups within the city.

Pao de Açucar

338

Maracana World's largest Stadium

339

SECTION 1.4 Directions for Writing a Letter About Rio de Janeiro

Imagine you are with a student group over spring vacation. You have just taken a tour of Rio de Janeiro. You will write a letter home telling your parents what you have learned about the city. Use your notes and postcards from Student Handout to help you. Your letter must include:

1. The date and correct salutation (Dear Mom/Dad,)

2. A general description of the city and your tour.

3. A description of at least 6 of the 10 places you visited. Include

    - ***Why did the tour guide take you there***? (In other words, why is this particular place considered important for someone coming from another country to see).

    - ***What was the atmosphere like***? (What is your overall impression of the place? E.g. wealthy? Poor? Artsy?

    - ***What are several things you learned about Brazil from visiting this place?***

4. You must include your observations/knowledge gained about the history of Brazil, its culture, the different kinds of neighborhood (social knowledge), and the environment. Emphasize the diversity of its neighborhoods and who you observe in each of the neighborhoods.

5. Make a drawing of at least one of the places you visited (e.g. the stadium, or the Christ Redeemer at Corcovado, the hills with the favela,etc).

6. Use the correct closing and sign your name.

You must write at least two pages. Your final copy must be typed using the computers in the computer lab or in the media center.

SECTION 2: BRAZIL PAST AND PRESENT

SECTION 2.1 HISTORY TIMELINE

1494-1985

Instructions: Cut apart the sentences into strips. Divide the class into groups. Give each group a set of the strips. Instruct them to put the events in chronological order. When the groups feel they have finished, show them on the overhead the sentences in proper sequence with dates. How close were they? What was difficult? What questions do they have about the order of events?

Brazil is home to various indigenous groups with an estimated 2-4 million peoples which have been classified of the Tupi-Guarani and Tapuya groups.

Treaty of Tordesillas between Spain and Portugal which stated that everything 180 west of Spain belonged to Spain and to the east of 180 everything belonged to Portugal.

Pedro Alvares Cabral discovers what is now Brazil.

Brazilwood, used for dyes, becomes first major export.

First sugar mills were built.

First shipment of slaves.

First bishopric of Brazil establishing Catholic church in Brazil.

Dutch capture Salvador.

Gold discovered in Minas Gerais.

Introduction of coffee.

Jesuits expelled from Brazil.

Treaty of England gives England commercial dominance over Brazil.

Brazil becomes a kingdom.

Prince Pedro declares Brazil's independence and receives title of Emperor.

Opening of Amazon to international travel.

End of slave importation.

The Law of the Free Womb frees all children born to slave mothers.

Number of Italian immigrants passes Portuguese.

Golden Law abolishes slavery.

Church and State separated.

Capital moves to Brasilia.

Military coup gives Costa e Silva dictatorial power.

Economic growth falters and decline begins, foreign debt begins to soar.

Political amnesty declared.

Military steps down. Democracy restored.

SECTION 2.1 HISTORY TIMELINE

1494-1985

1. Before 1494. Brazil is home to various indigenous groups with an estimated 2-4 million peoples which have been classified asTupi-Guarani or Tapuya groups.

2. 1494. Treaty of Tordesillas between Spain and Portugal which stated that everything 180 west of Spain belonged to Spain and to the east of 180 everything belonged to Portugal.

3. 1500 (April 22) Pedro Alvares Cabral discovers what is now Brazil.

4. 1503 Brazilwood, used for dyes and becomes first major export.

5. 1532. First sugar mills were built.

6. 1538. First shipment of slaves.

7. 1551. First bishopric of Brazil officially establishing Catholic church in Brazil.

8. 1624-5. Dutch capture Salvador.

9. 1695. Gold discovered in Minas Gerais.

10. 1727. Introduction of coffee.

11. 1759. Jesuits expelled from Brazil.

12. 1810. Treaty of England gives England commercial dominance over Brazil.

13. 1815. Brazil becomes a kingdom.

14. 1822. Prince Pedro declares Brazil's independence and receives title of Emperor.

15. 1850. End of slave importation

16. 1867. Opening of Amazon to international travel.

17. 1871. The Law of the Free Womb frees all children born to slave mothers.

18. 1873. Number of Italian immigrants passes Portuguese.

19. 1888. Golden Law abolishes slavery.

20. 1890. Church and State separated.

21. 1960. Capital moves to Brasilia.

22. 1968. Military coup gives Costa e Silva dictatorial power.

23. 1974. Economic growth falters and decline begins, foreign debt begins to soar.

24. 1979. Political amnesty declared.

25. 1985. Military steps down. Democracy restored.

ACTIVITY 2.2 FAMOUS PEOPLE

Directions: You will research a famous Brazilian and share with the class information about your person.

Suggested people:

1. Chico Mendes, rubber tapper, union leader
2. Heitor Villa-Lobos, composer
3. Pele, great soccer player
4. Dom Pedro I
5. Dom Pedro II
6. Getulio Vargas, politician
7. Princess Isabel
8. Tiradentes,hero of independent movement
9. Vicente Celestino, musician
10. Zumbi dos Palmares, hero of the freedom movement for slaves
11. Abdias do Mascimento (Playwright, essayist)
12. Juscelino Kubitschek de Oliveira -founder of Brasilia
13. Paolo Colina, poet
14. Paulo Freire, educator, empowerment through literacy
15. Benedita daSilva, first black congresswoman

The written reports with illustrations will be bound into a book of biographies of famous Brazilians for future students to use for research.

Chico Mendes

ACTIVITY 2.3 AFRO-BRAZILIAN HISTORY

Afro-Brazilians have contributed immeasurably to the culture of Brazil. Their foods have influenced Brazilian cooking methods, dishes, and foods. African words have been introduced into the Portuguese language. In addition, Africans have made use of a variety of plants for medicinal purposes and have used their own medical practices and healing beliefs of the connection between mind and body. The dance ritual of capoeira and the practice of condomble play an important role in the lives of Afro-Brazilians. However, the greatest impact on Brazilian culture has been in the music and dance of Brazil which is famous worldwide.

Directions: In this activity students will learn more about the institution of slavery in Brazil, the major importer of slaves, and the last to give freedom to its slaves. They will learn about the heroic attempts of slaves to escape by living in quilombos. *Quilombos* were communities developed by runaway slaves, the most successful being Palmares led by the hero Zumbi. Students will choose an aspect of Afro-Brazilian history or culture to research. At the end, students in groups of four will create posters for the classroom to illustrate Afro-Brazilian history.

Resources:

1. An excellent resource is the magazine ***Callaloo 18.4*** edited bay Charles H. Rowell. The April 1995 issue is devoted to Afro-Brazilian literature and culture. It can be accessed electronically at **http://muse.jhu.edu/demo/callaloo/18.4**
2. Another excellent resource is the autobiography of **Benedita daSilva** which gives the history and present situation for Afro-Brazilians.
3. On the Internet: *Africans in the Brazil of Today*, **http://www.geocities.com/~oaa/engAFBZL.htm**.

Brief Outline of Afro-Brazilian History

1500	Pedro Alvares Cabral "discovers" Brazil
1538	First slaves brought to Brazil to work on sugarcane plantations
1605	Creation of the Quilombo, Palmares.
1695	Destruction of Palmares and killing of Zumbi, black freedom fighter and leader
1850	End of slave importation
1871	Law of the Free Womb which says that all children born to slaves from here on will be free. However, as soon as they were old enough to fend for themselves, they had to leave the plantation. This is believed by some to be the beginning of Brazil's "street children" problem.
1888	Golden Law - slaves were freed

Expression of prejudice felt by Afro-Brasilian
although not recognized in society

CARNIVAL

by Paulo Colina

Our mouths sewn,
stitch by stitch,
with thin transparent baitline thread
 a slime of spittle, spectacle, an allure.
Shallow hooded figures pale from a fear understood
 but never explained,
a parade, singing that samba
 has no color.
And we brag of our freedom
 in samba songs,
while, at our side,
all the trembling shadows
of all our generations
fight to revive,
in our distracted memory,
the always open wound of our daily
 Ash Wednesday.

We need,
yes,
to hang behind the door
this screwed up fantasy disguise
 of a patience
that sustains a myth
of our feverish asylum
until February next year.

SECTION 3: THE BRAZILIAN RAIN FOREST

ACTIVITY 3.1 RAIN FOREST OVERVIEW

The Amazon is the world's largest river in terms of watershed (the longest is the Nile), and its rainforest is the world's largest tropical rain forest. The river begins in Peru on the eastern side of the Andes Mountains and flows eastward more than 3,900 miles, emptying into the Atlantic Ocean near Belem. Many thousands of tributaries flow into the Amazon River from Venezuela, Columbia, Peru, Ecuador, Bolivia, and other parts of Brazil. All of this area is called the Amazon River Basin. (See map). More than half of it is within Brazil.

The Amazon becomes as deep as 300 feet, making it navigable for 1,000 miles by oceangoing ships. It rains from September through March between 100 and 400 inches annually. During the rainy season the river rises until only the tips of many trees are showing and much of the land around the river is covered with water. At the lowest point in the year, the Amazon is from 1 and 6 miles, but during the rainy season it can expand to as much as 30 miles.

In the rain forest live the widest variety of plants and animals on earth. In about two acres scientists have found as many as 300 species of trees compared to the 10 found in the same size area in the United States. The trees are called "the lungs of the earth" because they provide much of the earth's oxygen.

The first inhabitants of the Amazon rain forest were Indians They were very different than the more powerful tribes of the Incas and Aztecs in other parts of what is now Latin America. There were no big cities or noble classes. There were hundreds of different tribes with their own languages and customs. Each tribe lived in clans that lived in smaller villages. They grew their own crops and hunted for food. After a number of years, they might move if the soil was no longer good or if they were in search of new hunting areas.

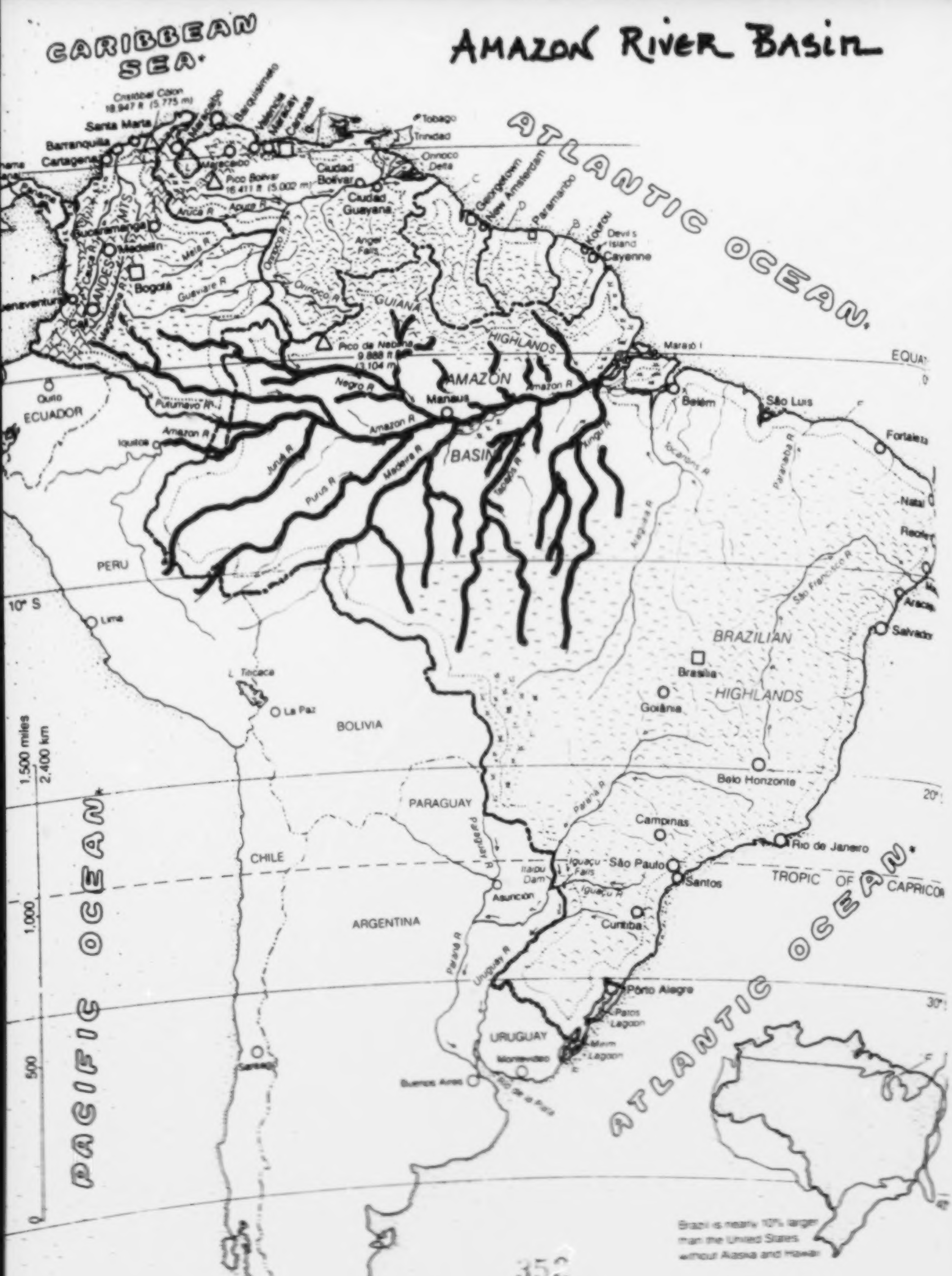
It was not until the 1960's, after the military coup in Brazil, that the rain forest began to be developed. The government decided that the resources of the Amazon rain forest (its gold and iron, its land for farming) should be developed. It developed policies to encourage settlers from both the wealthier areas of Brazil and the drought-stricken northeast to move to the Amazon. This has brought about the current conflicts between the native Amazonians who have lived in the region for thousands of years, the rubber tappers who went to the Amazon in the mid 1800's, environmentalists who are concerned about the destruction of the rain forest, pharmaceutical companies who depend on the plant life for medicines, and new settlers and ranchers. The rapid destruction of the rain forest, as much as 75,000 acres a day, makes it critical to develop a sound policy which will preserve the rain forest for the future, yet provide a livelihood for people who are living there while preserving the culture of the original peoples.

ACTIVITY 3.1. OVERVIEW

TIMELINE

1822	Brazil's independence
1850's	Workers start going to the region to work as rubber tappers
1960's	The government builds two roads so that the area becomes more accessible. This shows the government's desire to develop the area.
1962	The first indigenous land reserve is created.
1966	Laws are passed to provide incentives to develop cattle ranches and ranchers begin to move in and develop land.
1970	Free land is given to the poorer settlers from the Northeast
1980	The first organization of indigenous people is created to press for their rights. They succeed in getting several land reserves created over the next ten years.
1985	Rubber tappers organize and their first reserve is created.
1988	Chico Mendes, famous rubber tapper organizer, is murdered by the son of a land owner. Son and father are arrested, but the son escaped. People from around the world become aware of the struggle going on in the Amazon because of his death and become involved in the environmental movement.

AMAZON RIVER BASIN


CARIBBEAN SEA
ATLANTIC OCEAN
PACIFIC OCEAN
ATLANTIC OCEAN
Cristóbal Colón 18,947 ft (5,775 m)
Santa Marta
Barranquilla
Cartagena
Maracaibo
Barquisimeto
Valencia
Maracay
Caracas
Tobago
Trinidad
Orinoco Delta
Ciudad Bolívar
Ciudad Guayana
Pico Bolívar 16,411 ft (5,002 m)
Georgetown
New Amsterdam
Paramaribo
Kourou
Devil's Island
Cayenne
Bucaramanga
Medellín
Bogotá
ANDES
Cali
Buenaventura
Meta R.
Guaviare R.
Orinoco R.
Angel Falls
GUIANA HIGHLANDS
Pico da Neblina 9,888 ft (3,104 m)
AMAZON BASIN
Marajó I.
EQUATOR
Quito
ECUADOR
Putumayo R.
Negro R.
Manaus
Amazon R.
Belém
São Luís
Fortaleza
Natal
Recife
Iquitos
Juruá R.
Purus R.
Madeira R.
Tapajós R.
Xingu R.
Tocantins R.
Araguaia R.
Parnaíba R.
São Francisco R.
PERU
10° S
Lima
L. Titicaca
La Paz
BOLIVIA
BRAZILIAN HIGHLANDS
Brasília
Goiânia
Salvador
Belo Horizonte
PARAGUAY
Paraguay R.
Paraná R.
CHILE
Campinas
São Paulo
Santos
Rio de Janeiro
Itaipu Dam
Iguaçu Falls
Iguaçu R.
Asunción
TROPIC OF CAPRICORN
ARGENTINA
Curitiba
Uruguay R.
Pôrto Alegre
Patos Lagoon
Mirim Lagoon
URUGUAY
Montevideo
Buenos Aires
Río de la Plata
Santiago
20°
30°
1,500 miles
2,400 km
1,000
500
0
Brazil is nearly 10% larger than the United States without Alaska and Hawaii

BEST COPY AVAILABLE

SECTION 3.2 RAIN FOREST CONFERENCE

Objectives:

- **The student will research one perspective from representatives groups in the Amazon.**
- **The student will prepare a position paper to present at the conference.**
- **The student will gain an understanding of the complexity of issues facing the management of the Amazon Basin.**

Procedures:

1. **Assign each of the students one of the following roles**: rubber tapper (seringuiero) , rancher, environmentalist, researcher, pharmaceutical company representative, tourism operator, native Amazonian, government leader.

2. **Using information already gained in 3.1, media center resources and the Internet, students in groups of three will research their assigned roles.**

3. **Each student group will write a paper outlining its person's position on the use of the Amazon and what its needs are.**

4. **Each group will create a sign or banner with a slogan or symbol of their position.**

5. **Each group will present its paper at the conference.**

6. **Each student will take notes on other presentations in order to do section 3.3.**

RUBBER TAPPERS

History:

When rubber first was used for soles of shoes (1842) and later for machinery parts and automobile tires (1890's), the Amazon region was the only area of the world to produce rubber. In the Amazon, the rubber tappers (*seringueiros*) led an isolated life with their only connection to the rest of the world being the middleman (*aviador*). This *aviador* paid low prices to the *seringueiros*, yet sold the rubber at high prices. The *seringueiro*'s life was close to that of a slave. If he protested, the *aviador* often used force to keep him in his place. However, the *aviado*r , in turn, was controlled by people in more powerful positions, the *seringalista*, the owner of the rubber tapping area who had the economic and political power. They became extremely wealthy, contributing to the rapid growth of Manaus, a city of one million people, on the Amazon, which boasts an elegant opera house, built at a time when Manaus could only be reached by boat.

In 1876 seeds of the rubber trees were taken to plant in London's Kew Gardens from where the seeds were taken to Southeast Asia. There trees could be grown cheaper on plantations in British Malaya and Ceylon. Scientists discovered ways to produce superior trees and cultivate them while the Amazonian rubber trees grew over a widespread area, not in a centralized place like the plantation. By 1920 more than 80% of the world's rubber was being produced in SE Asia.

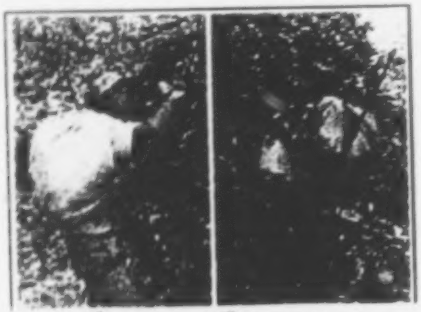
RECENT HISTORY

The government of Brazil and other interests have reacted violently to attempts by the seringueiros to form unions and improve their lives. In 1991 one such leader, Antonio Batisda DeMacedo, a rubber tapper, was imprisoned for his activities connected to the rubber tappers' associations and cooperatives. Other leaders have been harassed and arrested. The most famous rubber tapper, Chico Mendes, was killed by the son of the owner of the land where the rubber tappers worked. The son escaped, but the father was caught and returned to jail.

POSITION

The rubber tappers are not against all who come to the Amazon, but they are concerned about the deforestation being carried on by the big landowners who are cutting down trees to have land for their cattle. The work of the rubber tapper and the subsistence farming of the indigenous populations have never threatened the existence of the rainforest, but the ranchers have. Many have bought land for speculation. They have destroyed as much as 10,000 hectares of trees, turning half of it into pasture, but letting the other half grow wild. The rubber tappers have been in the area for over 100 years, whereas the ranchers have been there only for the past 30 years. The landowners are wealthy and they have been able to bribe government officials. They have asked for police protection against the rubber tappers, yet they themselves have threatened the rubber tappers. The rubber tappers movement is "a conservation movement led by people for whom jungle preservation is a matter of survival. The movement's message -- that an intact rain forest may be the most economically viable rain forest." They would like to see up to 10% of the rain forest protected as reserves.

NOTE: The National Wildlife Federation and the Environmental Defense Fund are helping in the campaign. They would be a further source of information.



Rubber Tappers

CATTLE RANCHER

HISTORY:

After the military coup in 1964, the government tried to develop policies that would encourage investment in the natural resources of the country. In the 1970's, a big development plan was initiated to create large cattle ranches. Subsidies to the rubber companies were canceled without warning. They had to sell their land for very low prices. Usually this was to a cattle rancher coming from the South of Brazil who had money to buy the land. It was at this time that the ranchers took large parcels of land from the indigenous people who did not know their rights or have money to fight for them. Eventually the "seringueiros" organized "***empates***", which were lines of people holding hands to prevent the clearing of the land. Sometimes they circled the workers who were clearing the land and forced them to sign a paper saying they would stop clearing. Still the ranchers had more power…more money, more education and more means to get the government to do what it wanted. Twenty-three ranchers own huge ranches covering more than 60 million acres. Between 1978 and 1991 over 2 million acres of forest were destroyed.

POSITION

Ranchers responded to government incentives to settle the Amazon. Now their land is being threatened by rubber tappers who have successfully petitioned the government in some cases to set aside large reserves of land (extractive reserves) and indigenous groups who are fighting to regain land they feel is theirs. Ranchers have resorted to buying guns and have used them a number of times to defend what they feel is theirs. Sometimes the government supports them and sometimes not. What ranchers are trying to do is hold onto their land that they have cleared and even have access to purchase more land.

ENVIRONMENTALIST

HISTORY:

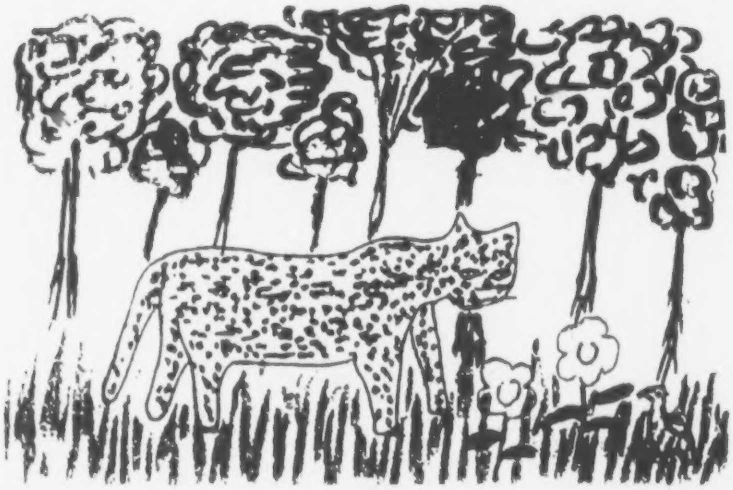
When the Brazilian government began to develop the region and to use the resources of the Amazon rain forest, groups began to cut down the trees, burn the trees to make room for cattle, dam rivers to create hydro-electric power, take the minerals. Roads were built, tourism developed. Environmentalists became alarmed at the speed with which the rain forest was disappearing, along with its plant and animal life. They were concerned about the destruction of the major supply of the earth's oxygen.

There are many people who come under the heading of environmentalists. Scientists who are studying the disappearance of hundreds of species, pharmaceutical companies who watch the destruction of many medical plants,

businesses who want to develop sound practices, lawyers who want to pass legislation controlling the use of the land, church workers and human rights workers who are concerned about the loss of land and a way of life for hundreds of indigenous communities.

POSITION

Environmentalists want to slow down the destruction of the rain forest. Some of them are working with indigenous groups to create an alliance which will put pressure on the government to protect the land and to give native peoples control over their land and education. Included in this group are rubber tappers and the poorer settlers who have gone there from the Northeast who are also exploited by the large landowners and companies. They write letters to representatives, publish articles, and press for the establishment of reserves.



An indigenous child's drawing of the rain forest.

TOURIST OPERATOR

HISTORY

In recent years tourism has become a large industry as people have become interested in seeing the Amazon.and roads have been built making travel easier Eco-tourism is increasingly popular with people who want to see nature without destroying the environment . Yet tourism also threatens the way of life of the indigenous peoples, bringing them closer to the developed world. On the otherhand ,tourism has provided a means of support for many people who become guides or who sell their crafts to tourists.

POSITION

Tour operators want a balance between developing the region enough to make it accessible and to build facilities to attract tourists while guarding the natural beauty and culture of the area which serves to attract tourists.

SETTLERS

History

Many of the settlers come from the Northeast region of Brazil. This area has suffered extreme droughts and a depressed economy after the collapse of the sugar industry. In the government developed policies to encourage people from this area to go to the undeveloped Amazon region. In many cases the government actually provided transportation to this area and gave settlers up to 200 acres to farm and "seed" money for planting rice, corn, and beans. Other settlers have come and claimed land through "squatter's rights laws"which gives ownership to people who have used the land for five years. They have to prove to the government that they have actually used the land effectively. Proof is cleared land, so settlers cleared large areas of land. However, it has been difficult for them to show ownership, so there are many conflicts between people claiming the same land. If they cannot make a go of it as farmers, they can then sell the land at more than they could as uncleared land.

POSITION

Settlers have to defend themselves against all the groups: the more powerful,large landowners who try to take the land, the native peoples, the rubber tappers, the environmentalists.

GOVERNMENT LEADER

HISTORY

In the 1960s the government believed that by developing the land and using the resources of the Amazon Basin, Brazil would become a wealthy nation. They instituted practices to encourage settlers to the region. They gave land and loans to settlers to create cattle ranches to raise cattle for export. Poorer settlers from the Northeast were encouraged to go there to farm small parcels of land or to work for the larger landowners. Government officials planned to cut down the hardwood trees and to build hydroelectric dams. Large mining operations took the gold and iron from some of the largest mines in the world. After the military dictatorship ended in 1985, the newer, more democratic government was left with trying to settle the disputes created by the policies under the military dictatorship.

POSITION

The government is trying to balance all the needs within the region and country. It is trying to encourage economic growth of Brazil while settling land disputes between indigenous people and wealthy landowners and the rubber tappers. It has created several large reserves (one named after the famed rubber tapper, Chico Mendes who was murdered) for both rubber tappers and Indians. It is also trying to slow down the destruction of the rain forest by imposing limits on burning, fishing and other takingof natural life. At the same time, the government wants to build roads and airfields to make the region more accessible.

Senator from the Rain Forest

"I think this is a complete aberration, having these people destroy the Amazon ... this brings about social loss as cattle ranchers only employ seven to eight people, whereas rubber plantations employed as many as one hundred to two hundred families.

"There is also a biological loss, since they are destroying the bio-resources and the plants that grow in the soil ... I see this as a complete loss to the environment and to the region and especially to the people, which is worse."

Marina Silva

INDIGENOUS PEOPLES OF THE AMAZON

History

For thousands of years native peoples have been living in the rain forest. New tribes are even today being discovered. The influx of settlers, ranchers, rubber tappers, tourists has greatly impacted the way of life of these peoples. Their land is being taken away, their means of providing food for themselves is being destroyed, their traditional medicinal plants are disappearing or are being harvested by pharmaceutical companies who give them nothing in return. Diseases have been introduced which have killed millions of native people. Government policies which encouraged settlement have not taken into consideration the lives of the peoples living there already. More than 15% of the land has been burned during the last 30 years.

Position

Native Americans are defending the rights to their land and to protect their own culture. They are wanting to have guarantees that their land will be protected and want the government to set aside land for reserves. They also want to be included in discussions over the use of the land and policies which will affect their lives (such as education). In recent years they have formed groups to try to empower themselves politically, but often the government wants proof of ownership of the land which is impossible for indigenous people to do since they never had a means for showing ownership in their traditional cultures. One organization, The Union of Indigenous Nations has gained power and has successfully lobbied for native reserves.

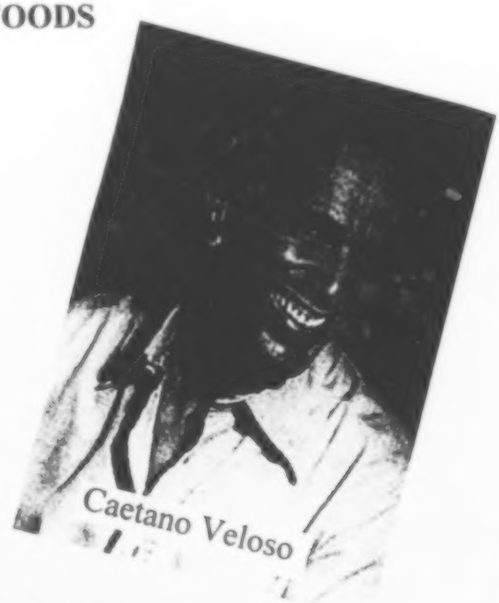
SECTION 3.3 PROPOSAL

After the conference students will break up into working groups of 4 students from different roles to draw up a proposal for use of the Amazon Basin. Using their notes, they will attempt to include ways of satisfying the needs of at least four different interest groups. The teacher will make copies of each proposal for all the groups to read. After discussing each of the proposals, an attempt will be made to come to agreement on a final proposal which all groups are willing to sign.

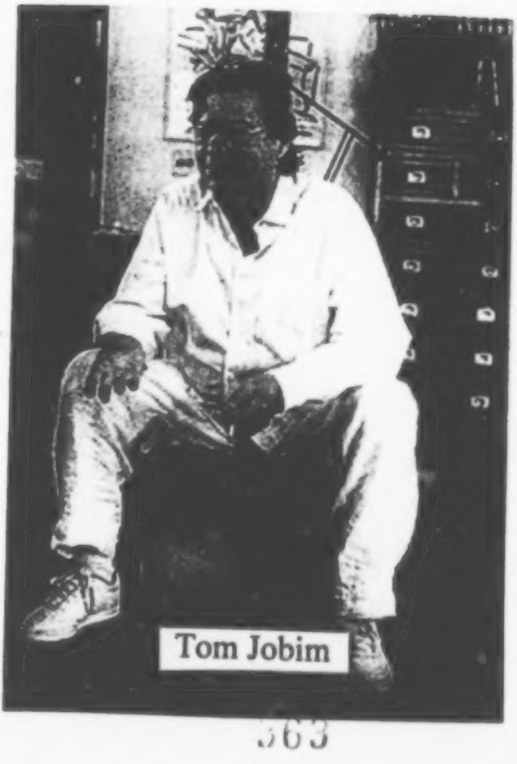
SECTION 4: THE CULTURE OF BRAZIL

MUSIC AND FOODS

Gilberto Gil & Arthur Maia



Caetano Veloso



Tom Jobim

Section 4.1 Music

Brazil is famous for its music and the influence its music has had on the music of the United States and on the musicians of today such as Paul Simon, Sting, Peter Gabriel, Stevie wonder and David Byrne. In this unit, students will become familiar with six different types of Brazilian music:

- **Choro**
- **Samba**
- **Bossa nova**
- **Tropicalismo**
- **Forro**
- **MPB-Musica Popular Brasiliera**
- **become familiar with musicians representative of each of the types**

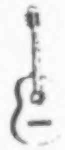
BACKGROUND AND RESOURCES:

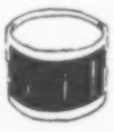
1. Choro The first authentic instrumental music in Brazil.

Musicians:

Joaquim Antonio da Silva Callado -known an the "father" of the Choro
Francisca Edwiges Neves Gonzaga -Chinquinha Gonzaga- born in 1847, died 1937 in Rio de Janeiro-most important female figure of the Brazilian Popular Music.
Alfredo da Rocha Viana Filho - known as **Pixinguinha**

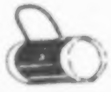
2. **2. Samba** The heart of Brazilian music, originating in the favelas. It is the music of Carnival. It was first performed at the 1917 Carnival. It is a combination of African and native song patterns with African drum beats. It also uses the *cavaquinho* which is a small guitar.
It has a syncopated rhythm so that there are many rhythms played by many drums…as many as a hundred. Samba became so popular that different "samba schools" started which compete against each other at Carnival. There is also a quieter samba which is played at nightclubs.

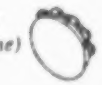




Musicians:

Lamartine Babo -"King of Brazilian Carnival"
Composer of ***Serra da Boa Esperanca (see attachment)***
Martinho da Vila
Beth Carvalho
Jorge Ben
Paulinho da Viola
Timblada (band) founded by Carlinhos Brown
Alfagamabetizado-first of three under a contract
Mae De Samba - best known album





3. **Bossa Nova** The most famous song "***The Girl from Ipaema***" and "***Quiet Nights of Quiet Stars.***" Born in the 1950's

Musicians:

Antonio Carlos "Tom' Jobim - pianist, guitarist, composer of Girl from Ipanema (He made an album with Frank Sinatra; Sting sang on Jobim's final album)

Antonio Brasileiro
A Arte de Tom Jobim - thorough overview of Jobim's music; 22 of his best-known songs

Joao Gilbert - He and his then-wife recorded the 1964 version of The Girl from Ipanema that became famous

The Legendary Joao Gilberto: The Original Bossa Nova Recording

Elis Regina - sings all the types of music - overdosed in 1982.

The Best of Elis Reginia -offers best overview of her 15-year career
Elis por Ela -ten of her fourteen songs come from
Her two favorite composers Antonio Carlos Joabim and Milton Nascimento

Antonio Carlos Jobim
Jorge Ben (Benjoar)
Live in Rio
Song *Mas que Nada*
Roberto Carlos

4. **Tropicalismo** This music is the most important Brazilian movement of the last quarter century. It is associated with the resistance to the military dictatorship. It was born in the northeast state of Bahia. Gilberto Gil and Caetano Velosa began the tropicalismo movement of the late 1960's.

Musicians:

Gilberto Gil
Caetano Velosa-brother of Maria Bethania
Book
Maria Bethania -*Velosa's sister*
Gal Costa -
Gal Tropical
Personalidade
Aquarela do Brasil

Milton Nascimento The military dictatorship came down on his lyrics. Afterwards he produced the album

Milago Dos Peixes (Miracle of the Fish) which was wordless. He champions equal rights for the Black and Indian populations of Brazil and for preservation of the rain forests.
Clubeda Esquina
Clubeda Esquina 2 These two released in the '90s

5. Forro

Music of the Brazilian Northeast. The accordion is featured.
"Forro is about love, sex, sweaty nights after hard days." Musical instruments are used such as accordions, drums, triangle and bass. Made for dancing.

Musician:
Luis Gonzago, king of forro.

Disc:
Forro: Music for Maids and Taxi Drivers

6. Musica Popular Brasileira

This category encompasses musicians whose music does not fit any of the othercategories.

Musicians: Chico Buarque
Jorge Bem Jor
Luis Melodia

There are also several discs out that have a compilation of all the types of Brazilian music.

Brazil: A Century of Song - This is a four-disc set with a 48-page booklet which gives information about the artists, the different styles of music, translations of the music. It starts with Carmen Miranda and ends with Milton Nascimento.

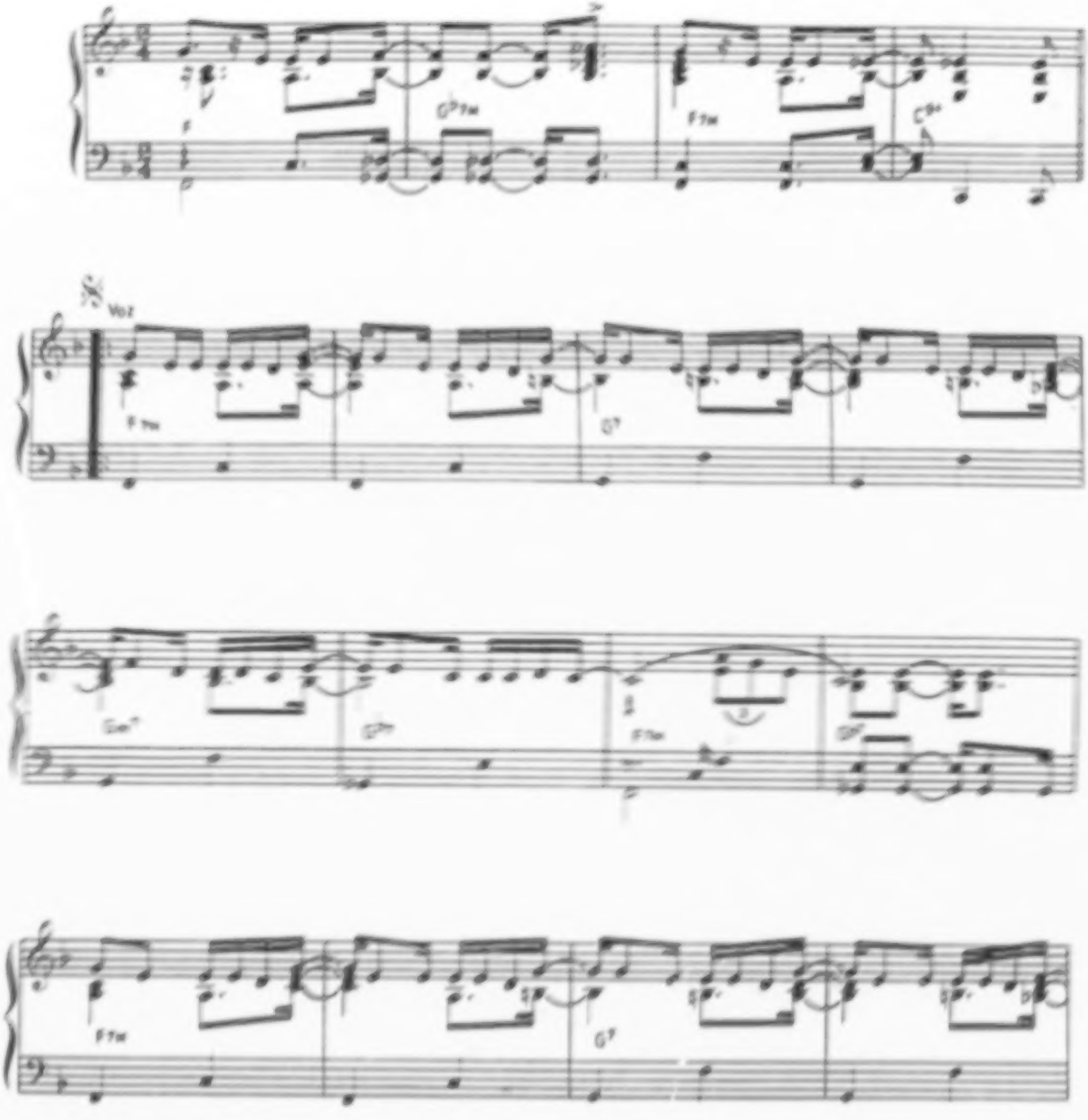
Another four-disc set includes a disc each on:

Bossa Nova Brasil - includes some of today's top artists
Nordeste Brasil - focuses on the folk styles of the Northeast
Samba Brasil
Afro Brasil

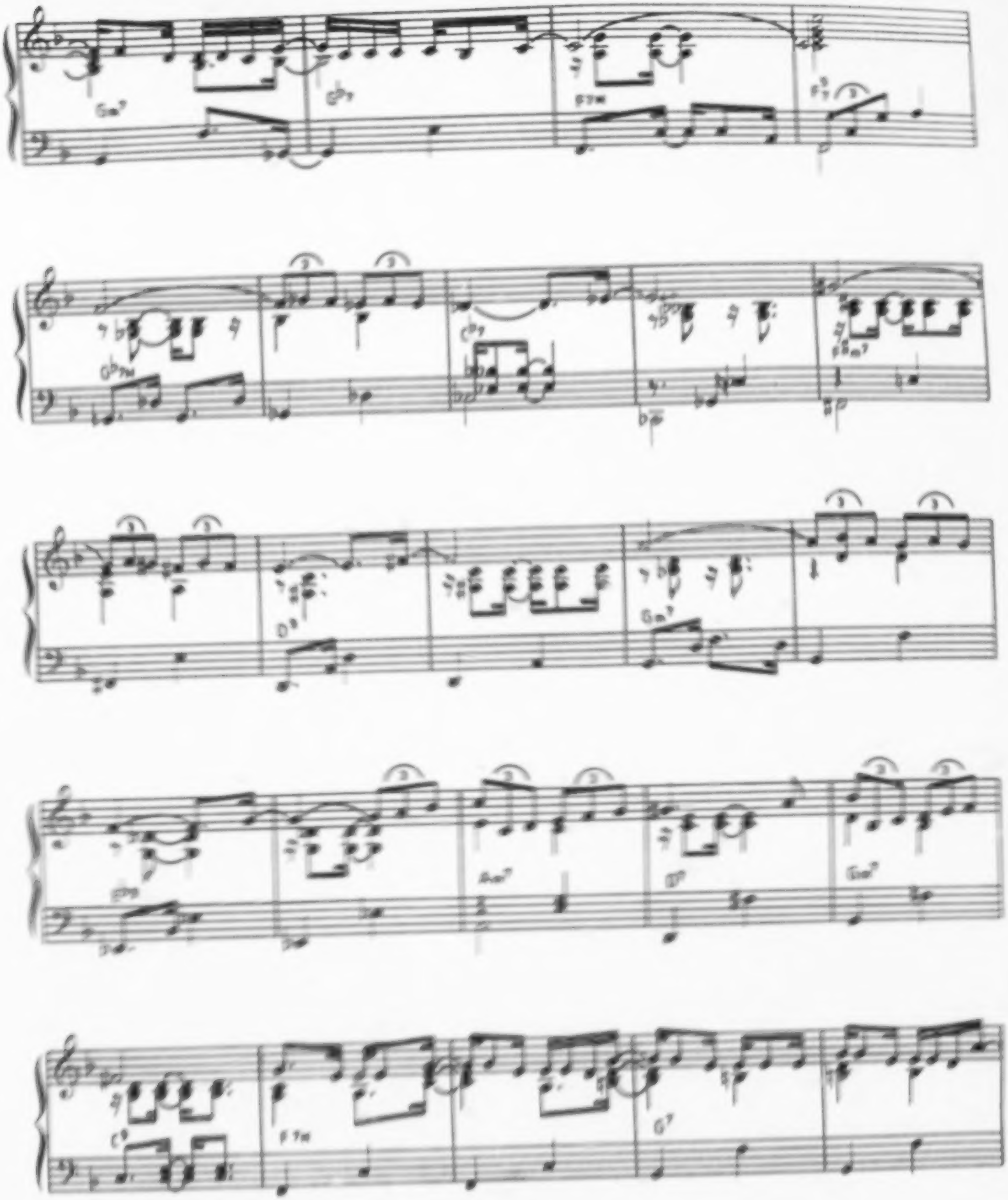
"Girl from Ipanema," one of Brazil's well-known songs performed and recorded by musicians the world over.-

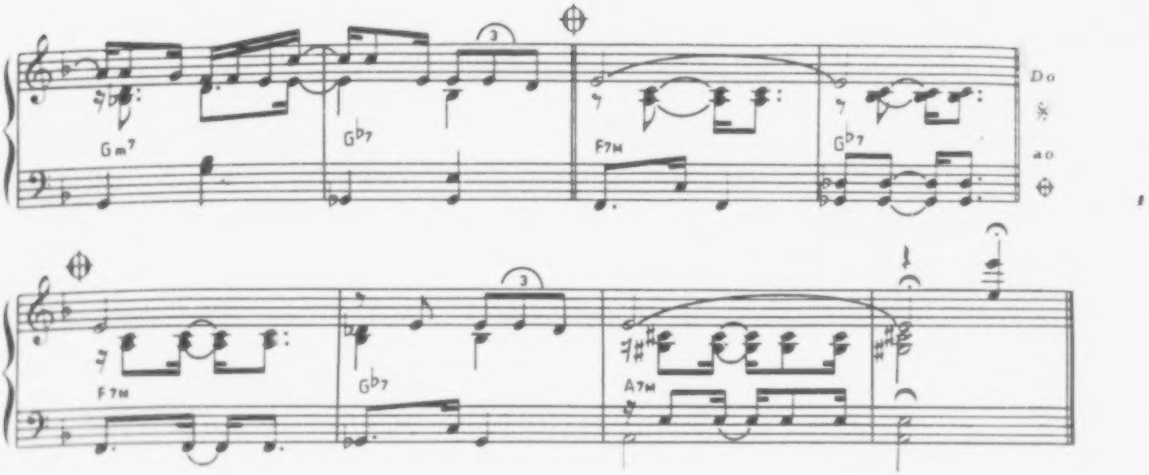
Garota de Ipanema

Antonio Carlos Jobim
e Vinicius de Moraes


F
G♭7M
F7M
Voz
F7M
G7
Gm7
G♭7
F7M
F7M
G7

© Copyright 1975 by Tonga Editora Musical Ltda
(parte 50% de Vinicius de Moraes)
Todos os direitos reservados - All rights reserved)


Gm7
G♭7
F7M
G♭7M
C♭7
D9
Gm7
Am7
D9
Gm7
C9
F7M
G7



TOM — FA MAIOR
F C7 F

Introdução *F7M Gb7M F7M C9+*

```
      F7M
      Olha que coisa mais linda
                   G7
      Mais cheia de graça
                                  Gm7
      E ela menina que vem e que passa
                    Gb7                  F7M  Gb7
      Num doce balanço, caminho do mar..
      F7M                                  G7
      Moça do corpo dourado, do sol de Ipanema
                                    Gm7
      O seu balançado é mais que um poema
                     Gb7
      E a coisa mais linda

                         9
                   FM7 F7M
      Que eu já vi passar.
      Gb7M                     Cb7
      Ah!   Porque estou tão sozinho
      F#m7                     D7
      Ah!   Porque tudo é tão triste
      Gm7                Eb9
      Ah! A beleza que existe
         Am                    D7
      A beleza que não é só minha
      Gm7                 D9
      Que tambem passa sozinha
      F7M
      Ah! Se ela soubesse
                     G7
      Que quando ela passa
      O mundo sorrindo
                  Gm7
      Se enche de graça
                  Gb7
      E fica mais lindo
                    F7M
      Por causa do amor
Gb7                 F7M
      Por causa do amor
Gb7                 A7M
      Por causa do amor
```

BEST COPY AVAILABLE

SECTION 4.2 BRAZILIAN CUISINE

The *moqueca* is a mixture of native Indian, African, and Portuguese cooking which is typical of Bahian cuisine. They were originally Indian *pokekas* - recipes that were cooked in banana leaves over fire. The slaves that were brought to Bahia and who worked in the "great houses" of the Portuguese altered the dishes. These dishes can be made with shrimp, fish (usually white meat), crab. Coconut milk, dende oil, and hot peppers are typical ingredients.

Moqueca de Camarao

Bahian Shrimp Stew

Serves 6 people

1/4 cup olive oil
1 large onion, finely chopped
2 small carrots, scraped and thinly sliced
1 green bell pepper, seeded and chopped
1 red bell pepper, seeded and chopped
4 medium tomatoes, peeled, seeded and chopped
Salt, pepper
2 pounds large shrimp, shelled and deveined
2 tablespoons dende (palm oil)

Heat the olive oil in a large, heavy skilled and saute the onion, carrots, and green and red peppers until the onion is soft. Add the tomatoes and salt and pepper to taste, and cook for a few minutes longer over moderate heat. Stir in the shrimp and the *dende* oil and cook, turning the shrimp once or twice, until the shrimp are pink and have lost their translucent look, about 3 minutes. Serve on a warmed platter surrounded by white rice. Serve separately with *Molho de Pimenta e Azeite de Dende* (Hot Peppers in Palm Oil) or *Molho de Pimenta e Limao* (Hot Pepper and Lime Sauce).

Bachalhau a Baiana

Salt Cod, Bahia Style

Serves 4

1 pound salt cod
3 tablespoons vegetable oil
1 medium onion, grated
1 clove garlic, crushed
2 sweet peppers, 1 red,1 green seeded and chopped
3 tomatoes, peeled and pureed
1 cup hot water
Salt, freshly ground pepper
1 tablespoon dende (palm) oil
1 cup thick coconut milk
1cup scallions, chopped, using white and green parts

Soak the cod in cold water to cover for 12 hours or more, changing the water frequently. Drain the fish and remove any skin and bones. Pat the fish dry with paper towels and cut it into 2-inch pieces. Heat the oil in a saucepan and saute the onion, garlic, and peppers until the onion and peppers are soft, about 5 minutes. Add the tomatoes, fish and hot water. Cover and simmer for 15 minutes, or until the fish flakes easily when tested with a fork. Season to taste with salt, if necessary, pepper, and dende oil. Stir in the coconut milk and the scallions and heat through without letting the mixture boil.

Feijoada

Brazil's National Dish

1pound black beans (cook and separate)
1 pound pork loin
1 pound pork sausage
1 pig's tail
1 or 2 tongues
1 ear
2 pounds smoked pork ribs
1 1/2 pounds 'carne seca' (similar to a very soft beef jerky)
1 onion, sliced
dende oil
bay leaf
4-5 cloves garlic
1 pound bacon

* Cut ingredients into small cubes (2" x 2"). Put them into a pan, add water just to cover and add 1 bay leaf. Cook until soft.
* In a separate pan add oil, cook 1 big onion, chopped garlic cloves and bacon. Mix the cooked beans in this mixture.
* Add meat (and water if necessary) and cook until done on low heat.

Serve with white rice, kale and an orange, peeled and sliced.
Have hot pepper sauce available for those who want.

DRINKS

Caipirinha'

1 lime (if you can find the Brazilian yellow lemon called 'galego' use two of them instead of the lime)
sugar (1-2 teaspoons)
2 ounces Cachaca (this is a distilled drink made from sugarcane)
1/2 cup crushed ice

Peel the lime, cut it into eighths and put it into a glass. Add sugar to cover the lime pieces or to taste. Mash everything well, using a pestle. Add the Cachaca (to taste). Add the crushed ice to the drink. Shake thoroughly.

SALAD

Salada do Palmito

Hearts of Palm Salad

Two 1-pound cans hearts of palm

Hearts of Palm Dressing

1 tablespoon lime or lemon juice
1 tablespoon Dijon mustard
Salt, freshly ground pepper
4 tablespoons vegetable oil

Thoroughly drain the hearts of palm and cut them into 12-inch slices. Set aside. In a bowl beat together the lime or lemon juice with the mustard and salt and pepper to taste. Gradually beat in the oil. Pour the dressing over the palm heart slices and toss lightly.

DESSERT

Pudim da Abobora

Pumpkin Pudding *Serves 6*

4 large eggs
1/2 teaspoon salt
1/2 cup light brown sugar
1/2 teaspoon ground ginger
1 1/2 cups cooked mashed winter squash or preferably, West Indian pumpkin
1/4 teaspoon ground cinnamon
1/4 teaspoon ground cloves
1/4 teaspoon ground nutmeg
1 cup evaporated milk or light cream
Butter for the mold

Break the eggs into a large bowl and beat them lightly. Beat in the salt, brown sugar, ginger, cinnamon, cloves, nutmeg, squash, and evaporated milk or cream. Butter a 1 - quart mold or pudding basin and pour in the custard. Set it in a pan of hot water so that the water extends 2 inches up the side and bake in a preheated moderate oven (350 F) oven until a toothpick inserted comes out clean, about 1 1/2 hours.

TEACHER RESOURCES

1. Benjamin, Medea and Maisa Mendonca, Benedita daSilva: An Afro-Brazilian Woman's Story of Politics and Love. Oakland,CA: The Institute for Food and Development Policy, 1997.

Benedita daSilva recounts her story to Benjamin and Mendonca from her childhood in a favela to her days as Senator. She talks of the racism and effects of poverty on the people of the favelas and on her own personal life as she struggled to get ahead. Very readable. Good for a high school class, time permitting.

2. Burns, E. Bradford. A History of Brazil. New York: Columbia University Press, 1993.

Excellent resource. A comprehensive source of information on the history of Brazil.

3. Draffen, Andrew and Chris McAsey and Leonardo Pinheiro and Robyn Jones. Lonely Planet Travel Survival Kit: Brazil. London, Lonely Planet Publications, 1996.

Guide to history, tourist sites, art and culture of Brazil.

4. Freire, Paulo. Letters to Cristina: Reflections on My Life and Work. New York: Routledge Press, 1996.

Freire's letters to his niece reflecting on his work empowering the poor through literacy.

5. Mascarenhas, Mario. O Melhor da Musica Popular Brasileira. Rio de Janeiro: Irmaos Vitale S.S. Ind e Com, l982.

This is an excellent collection of Brazilian music with words and score.

5. Patai, Daphne. Brazilian Women Speak: Contemporary Life Stories. New Jersey: Rutgers University, 1988.

A collection of personal stories of women from different parts of Brazil, the domestic violence and poverty they have encountered.

6. Scheper-Hughes, Nancy. Death Without Weeping: The Violence of Everyday Life in Brazil. Berkeley: University of California Press, 1992.

Scheper-Hughes, now an anthropology professor at University of Berkeley, once a Peace Corps volunteer in the impoverished Northeast of Brazil, describes the lives of women in the sugarcane area in Pernambuco.